

Grant Title:

ESSER Fund (ARP ESSER) 7% Set Asides Consolidated

Agency:

Union City Area SD

Project No:

FA-225-21-0443

Type:

Original Application

Total Allocation:

\$238,457.00

Award Amount:

\$238,457.00

Awarded Date:

3/13/2020

Awarded Status:

Substantially Approved

Workflow Step:

DFP Approval Complete

Status:

Completed

Actions...

Section: Program Funding Description	Status: Complete
Group:	Agency: Union City Area SD
<p>Program Funding Description</p> <p>* Describe how the LEA will use program funding to accelerate learning. How will the use of these funds be integrated with funding received from other ARP-ESSER Learning Loss funds (including original ARP-ESSER funding and other programs involved in this application)</p> <p>The program funding that our district receives through the original ARP-ESSER Learning Loss funds as well as the Act 24 Set-Asides will enhance our district's ability to meet our students' very diverse needs--academically and emotionally. We have centered our use of these funds around developing quality afterschool and summer programming to decrease learning gaps, purchasing programs and supplies that will enhance our ability to instruct and engage our students in learning, training our teachers and staff to better meet the ever-changing social and emotional needs of our students, and finally, supporting our students' mental health and academic needs through staffing and intervention strategies. Specifically, the 7% set-asides in Learning Loss will be used to fund temporary staffing positions that will help us address the specific needs of our students through added counseling and an academic interventionist. Our hope is that, by investing in supplemental programs and resources for our students and by equipping our faculty and staff with strategies for meeting students' social, emotional, and academic needs, we will be able to accelerate our students' learning. Several of our district's initiatives through ARP-ESSER funds align with our vision of strengthening mathematics and literacy instruction and performance while balancing the importance of providing mental health support to our students so that they can experience success in and beyond the classroom.</p>	

Message Board

Author	Message	Type	Date
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Section: Engaging Stakeholder in Plan Development	Status: Complete
Group:	Agency: Union City Area SD

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 these specific 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.

*** Stakeholder Engagement**

3. Describe how the LEA, in planning for the use of these 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 such as public libraries, institutions of higher education, community based organizations, 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 district has solicited the input of our stakeholders through a variety of methods, including an opportunity for public input on our original ARP-ESSER Learning Loss funds in August of 2021, grade and department-level meetings with teachers to discuss needs, and a comprehensive survey in the Fall of 2021 that was shared with all stakeholders--parents, students, teachers, community members, school board members, and the like. This final survey, posted on our website and shared directly with families, drove much of the decision-making in the 7% Set-Asides application. Because our district is also engaging in comprehensive planning, we have taken opportunities to solicit additional input from families at parent engagement events and surveys through our community school that have been invaluable throughout the grant-writing process for ARP-ESSER, as well.

*** Use of Stakeholder Input**

- 4. 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 these ARP ESSER Funds. (3,000 characters max)

The survey responses and input that we have received throughout the start of the 2021-2022 school year have been integral to our district's decision-making process. In our Act-24 focused survey, for instance, 76% of our respondents indicated that our number one priority for our students was delivering interventions to students struggling in math and reading. The second highest priority was providing social, emotional, and mental health opportunities such as counseling, mental health, wellness resources for students, staff and families. These two priorities were the driving forces behind the items cited in this grant application.

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

- 5. Describe the process for development, approval, and making public the LEA Plan for the use of these 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)

Our plan will be made public on our website and will be communicated through a global to all stakeholders within the ascribed timeframe so that our community can view and comment on our use of these funds to enhance our ability to support and serve our students.

Engaging Outside Entities and Service Providers

- 6. Identify outside entities and/or service providers (Institutions of Higher Education, public libraries, clubs, etc) the LEA plans to engage in the implementation of programs using this ARP ESSER funding. Provide a description of how those entities will support the specific LEA activities.

Entity Name	Description of Outside Entity Activities
Local Colleges and Universities	As needed, we will be working with some students in the education programs at Edinboro University, Gannon, Mercyhurst, and Penn State Behrend in order to serve our students' needs in our afterschool and summer programming opportunities that are made possible through this grant.

ASSURANCE - No outside entities utilized

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Substantially Approved

Workflow Step:

DFP Approval Complete

Status:

Completed

Actions...

Section: Assurances	Status: Complete
Group:	Agency: Union City Area SD

Assurances: The LEA is required to provide the following assurances:

*

The LEA will use a data driven approach, that includes stakeholder input (e.g. families, staff, community members) to implement evidence based social and emotional programming specifically designed to provide a full continuum of equitable support to address identified student needs and support resiliency through strength development.

*

The LEA will utilize existing professional and support staff for the activities associated with this funding source to the maximum extent possible.

*

The information contained within this grant application is accurate and reflects the LEA's data, evidence-based intervention(s), and plan of action. The evidence has been appropriately documented and maintained by the LEA and was prepared in accordance with the guidance set forth in the American Rescue Plan Elementary and Secondary Schools Emergency Relief Fund (ARP ESSER) grant application

*

The LEA will implement appropriate fiscal monitoring of and internal controls for these 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 these 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, and other ARP ESSER 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. 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.

*

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.

Message(s) found

Author	Message	Type	Date
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Section: Narratives - Needs Assessment

Introduction

The findings of a recent study showed that there is a significant benefit to students who participate in out-of-school-time (OST) programs. In fact, the [Return on Investment of Afterschool Programs in Pennsylvania](#) study determined that for every dollar invested in after-school programming for students there was a return of \$6.69 in potential benefits to students, including reduced rates for drop-outs, teen pregnancy, substance abuse, crime and delinquency ([Link to PSAYDN.org](#)).

In accordance with the American Rescue Plan (ARP) Act and Pennsylvania Act 24 of 2021 (Act 24), the Pennsylvania Department of Education (PDE) will award approximately \$50,000,000 or one percent (1%) of Pennsylvania's ARP Elementary and Secondary School Education Relief (ESSER) State Reserve funds to support school districts, charter schools and cyber charter schools (collectively, LEAs) in the development and implementation of comprehensive after-school programs to address learning loss in response to the academic, social, emotional and mental health needs of students and subgroups of students impacted by COVID-19 public health emergency that supplement school programs and activities.

Act 24 requires that, when available, existing personnel shall be utilized by school districts, charter schools and cyber charter schools to staff programs and activities established with these grant funds.

Within 90 days of receipt of these allocations, school districts, charter schools and cyber charter schools must submit a three-part plan to PDE, that outlines the proposed use of the grant money, itemized by program and activity. This plan is part of a consolidated application that includes after-school programming, summer programming, and a comprehensive plan to address learning loss. The plan shall include:

- 1) A description of each program and activity
- 2) A narrative outlining the expected benefit of each program and activity
- 3) A budget for each program and activity detailing personnel and operating costs

PDE has developed the Accelerated Learning Toolkit, a significant cadre of resources and trainings, to support LEAs in the development of their plans. The Accelerated Learning Toolkit can be found [Link to Accelerated Learning Toolkit](#).

Needs Assessment: In this 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 students' needs since March 2020.

Indicators of Impact

1. Describe how the LEA identified students for inclusion in after-school programming. Include a brief description of the indicators used in the decision-making process.

The students with the most pressing needs that our district has targeted for afterschool

programming are those students who are quarantined or who have gotten behind academically due to absences. These students, through analyzing their attendance, report card, and other local data, are a primary target for our afterschool programming. These students are being identified at each building-level based on the number of courses they are not demonstrating adequate progress in as well as teacher recommendations. Our afterschool programming will also be able to be offered to students for remediation in preparation for the PSSAs and Keystones. After analyzing the Spring 2021 data, our district has been able to identify students who did not obtain proficiency in their mathematics, ELA, and science assessments. These students will also be eligible for participation in our afterschool program. Finally, students in need of credit recovery will have options for afterschool programming in order to earn pertinent credits to meet the demands of graduation requirements. All of these students are being identified at the local level using available data so that we can best utilizing our afterschool programming staffing and scheduling to meet our students' diverse needs.

Section: Narratives - After-school Program

After-school Program Questions: In this section, LEAs are asked to describe the activities they have designed to provide after- school programming for their students.

2. Identify the target student-group for the summer school program. Will the focus be on academic growth, social and emotional wellness, or some other factor to support student growth? For each group, provide specific strategies that were used or will be used to identify and measure impacts.

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
Children from Low-Income Families	Academic Growth	75	Identification: We will identify students for this program using local and state-level data, including report cards, attendance, local assessments, and state assessment data. Measuring Impacts: We will be measuring student success through tracking grades and attendance as well as performance on state level assessments in the Spring of 2022.

3. Describe the evidence-based resources that will be used to support student growth during the after- school program.

Our teachers will have access to a variety of evidence-based resources that will be used to support student growth in our afterschool program. Teachers at each grade level can select from tools, such as IXL, PSSA and Keystone Item Samplers, Study Island, Nearpod, BrainPop, the SAS portal, and more. Additionally, teachers will be able to ensure student access to quality content through Schoology and Clever, and they will be able to work with students on assignments in their individual classes through Schoology and online textbooks/platforms.

4. Describe the staff that will provide the after- school program (i.e., Internal staff or outside resources).

Number of Staff Members	Internal/Outside Provider	Role
15	Internal	Teachers/instructors
5	External Provider	Teachers/instructors from local universities (as needed only)

☑

a. The LEA assures it understands it is responsible to offer the work to its internal employees prior to engaging outside entities.

☑

b. The LEA assures it understands it is responsible to ensure that all after-school program staff hold the appropriate certifications for the program that is being delivered.

5. How will the LEA assess the success of the after-school program? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Report Card Data	2x	Students will increase grades in core content areas as a result of the afterschool program.

6. How will the LEA engage families in the after-school program?

Parents/guardians will be a critical part of this program's success. As we are extending students' school days, we will have to have open and effective communication with families in order to ensure that students who are identified for eligibility in this program are able to participate without barriers. Parents/guardians will receive multiple communications about the afterschool program in writing, via email, and through global calls. Information will be dispersed at the district and building levels to ensure equitable access to this programming and to ensure parent involvement.

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget

\$34,065.00

Allocation

\$34,065.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$23,845.50	Salaries for Teachers for after-school program
1000 - Instruction	200 - Benefits	\$10,219.50	Benefits for Teachers for after-school program
		\$34,065.00	

Section: Budget - Support and Non-Instructional Expenditures

Support and Non-Instructional Expenditures

Budget

\$34,065.00

Allocation

\$34,065.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
		\$	
		\$0.00	

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	\$23,845.50	\$10,219.50	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$34,065.00
1100 REGULAR PROGRAMS - ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1200 SPECIAL PROGRAMS - ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs - Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES - STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

	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
2300 SUPPORT 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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$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
	\$23,845.50	\$10,219.50	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$34,065.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00

	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	\$34,065.00

Section: Narratives - Needs Assessment

Introduction

The findings of a recent study showed that there is a significant benefit to students who participate in out-of-school-time (OST) programs. In fact, the Return on Investment of Summer school Programs in Pennsylvania study determined that for every dollar invested in summer school programming for students there was a return of \$6.69 in potential benefits to students, including reduced rates for drop-outs, teen pregnancy, substance abuse, crime and delinquency (Link PSAYDN.org).

In accordance with the American Rescue Plan (ARP) Act and Pennsylvania Act 24 of 2021 (Act 24), the Pennsylvania Department of Education (PDE) will award approximately \$50,000,000 or one percent (1%) of Pennsylvania's ARP Elementary and Secondary School Education Relief (ESSER) State Reserve funds to support school districts, charter schools and cyber charter schools (collectively, LEAs) in the development and implementation of comprehensive after-school programs to address learning loss in response to the academic, social, emotional and mental health needs of students and subgroups of students impacted by COVID-19 public health emergency that supplement school programs and activities.

Act 24 requires that, when available, existing personnel shall be utilized by school districts, charter schools and cyber charter schools to staff programs and activities established with these grant funds.

Within 90 days of receipt of these allocations, school districts, charter schools and cyber charter schools must submit a three- part plan to PDE, that outlines the proposed use of the grant money, itemized by program and activity. This plan is part of a consolidated application that includes after-school programming, summer programming, and a comprehensive plan to address learning loss. The plan shall include:

- 1) A description of each program and activity
- 2) A narrative outlining the expected benefit of each program and activity
- 3) A budget for each program and activity detailing personnel and operating costs

PDE has developed the Accelerated Learning Toolkit, a significant cadre of resources and trainings, to support LEAs in the development of their plans. The Accelerated Learning Toolkit can be found [Link to Accelerated Learning Toolkit](#).

Section 1 - Needs Assessment: In this section, LEAs are asked to describe the impact of the pandemic on their students since March 2020.

Indicators of Impact

1. Describe how the LEA identified students for inclusion in a summer school program. Include a brief description of the indicators used in the decision-making process.

Students are selected for inclusion in a summer program based on grades and classroom performance, credit recovery needs, and both state and local assessment data. At each building-level, our team is able to target students who would benefit from summer

programming based on local data, such as report card grades, IXL, Acadience, and CDTs. Additionally, students who were not proficient in math and reading on the PSSAs and Keystones have been identified for inclusion in summer programming. At the high school level, students who are in need of credit recovery benefit from any opportunity to strengthen their skills in mathematics and literacy and to receive additional instructional support from staff.

Section: Narratives - Summer School Program Questions

Summer School Program Questions: In this section, LEAs are asked to describe the activities they have designed to provide summer school programming for their students.

- Identify the target student-group for the summer school program. Will the focus be on academic growth, social and emotional wellness, or some other factor to support student growth? For each group, provide specific strategies that were used or will be used to identify and measure impacts.

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
Children from Low-Income Families	Academic Growth	130	Identification Methods: Local assessment data, such as beginning, middle, and end-of-year benchmarking assessments and report card grades. Measuring Impact: Pre- and post-test data at the beginning and conclusion of the summer program.

- Describe the evidence-based resources that will be used to support student growth during the summer school program.

The summer school teachers can select from a variety of online tools, such as Learning A-Z, Mindworks, IXL, Study Island, and more, to support student growth throughout the program. The team has ensured teachers have access to evidence-based resources that they can select from based on their students' needs.

- Describe the staff that will provide the summer school program (i.e., internal staff or outside resources).

Number of Staff Members	Internal/Outside Provider	Role
10	Internal Provider	Instructors

Number of Staff Members	Internal/Outside Provider	Role
10	Internal Provider	Aides
2	Internal Provider	Nurses



a. The LEA assures it understands it is responsible to offer the work to its internal employees prior to engaging outside entities.



b. The LEA assures it understands it is responsible to ensure that all summer school program staff hold the appropriate certifications for the program that is being delivered.

5. How will the LEA assess the success of the summer school program? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Pre-Test/Post-Test	2x	Students will show academic growth on the assessments.

6. How will the LEA engage families in the summer school program?

Families receive letters about the summer program as well as global calls and individual invitations. The families also complete surveys at the conclusion of programming to assess its value and effectiveness.

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget

\$34,065.00

Allocation

\$34,065.00

Budget Over(Under) Allocation

\$0.00

Budget Summary

Function	Object	Amount	Description
		\$	
		\$0.00	

Section: Budget - Support and Non-Instructional Expenditures

Support and Non-Instructional Expenditures

Budget

\$34,065.00

Allocation

\$34,065.00

Budget Over(Under) Allocation

\$0.00

Budget Summary

Function	Object	Amount	Description
2700 - Student Transportation	500 - Other Purchased Services	\$34,065.00	Transportation to and from summer school program.
		\$34,065.00	

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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

	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
2300 SUPPORT 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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$34,065.00	\$0.00	\$0.00	\$34,065.00
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
	\$0.00	\$0.00	\$0.00	\$0.00	\$34,065.00	\$0.00	\$0.00	\$34,065.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00

	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	\$34,065.00

Section: Narratives - Needs Assessment

Introduction

In accordance with the American Rescue Plan (ARP) Act and Pennsylvania Act 24 of 2021 (Act 24), the Pennsylvania Department of Education (PDE) will award approximately \$ 249,848,000 or five percent (5%) of Pennsylvania's ARP Elementary and Secondary School Education Relief (ESSER) State Reserve funds to school districts, charter schools and cyber charter schools (collectively, LEAs) = to implement evidence-based interventions that address learning loss in response to the academic, social, emotional and mental health needs of students and subgroups of students impacted by COVID-19 public health emergency that supplement school programs and activities.

Act 24 requires that LEAs, at a minimum, use the funds they are awarded under this subgrant in the following ways: .

Percentage of LEA Allocation - Required Activities

30% - To address the social, emotional and mental health needs of students

10% - To provide professional development and technical assistance to educators, school support staff, school leaders and school health professionals to address the social, emotional and mental health needs of students.

8% - To address reading remediation and improvement for students

The remaining allocation may be used by the LEA to address and/or supplement other areas of learning loss caused by the pandemic.

Act 24 also requires that, when available, existing personnel shall be utilized by school districts, charter schools and cyber charter schools to staff programs and activities established with these grant funds.

Within 90 days of receipt of these allocations, school districts, charter schools and cyber charter schools must submit a three-part plan to PDE, that outlines the proposed use of the grant money, itemized by program and activity. This plan is part of a consolidated application that includes after-school programming, summer activities, and a comprehensive plan to address learning loss. The plan shall include:

- 1) A description of each program and activity
- 2) A narrative outlining the expected benefit of each program and activity
- 3) A budget for each program and activity detailing personnel and operating costs.

Through this grant application, LEAs will meet their requirement of developing a three-part plan, including describing their planned programming, a narrative outlining the expected benefit of each program and activity, as well as an overview of how the LEA determined the areas of need to be addressed, including the use of stakeholder feedback.

PDE has developed the Accelerated Learning Toolkit, a significant cadre of resources and trainings, to support LEAs in the development of their plans. The Accelerated Learning Toolkit can be found [Link to Accelerated Learning Toolkit](#).

Needs Assessment: In this 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) Social and Emotional Learning, (2) Professional Development needs to support Social and Emotional Learning, (3) Reading Remediation and Improvement for Students, and (4) Other areas of Learning Loss?

	Method used to Understand Each Type of Impact
Social and Emotional Learning	Our district has seen a targeted increase in SAP referrals and other demands on our mental health service providers. Our team has closely analyzed everything from attendance data, report card data, behavior referrals, family communications, crisis referrals, and more; time and time again, the need for increased supports for mental health services and social emotional learning has been identified as a district-level need. More than half of our stakeholders identified this as the number one need for our students on our most recent survey, citing a need for additional counseling services and wellness resources for students. Our guidance team has been engaging in small group lessons with students and leading building-wide initiatives to target some of these challenges, emphasizing the universal need for additional SEL resources and mental health services.
Professional Development for Social and Emotional Learning	In grade-level and departmental level meetings, observations, and surveys, our faculty and staff have indicated a need for professional learning in the social, emotional, and mental health domains. Providing these opportunities in light of the pandemic will be critical. More than 40% of our respondents on our most recent stakeholder input surveys were teachers, and in their open-ended comments, the need for PD in SEL came up repeatedly. Faculty and staff are in need of more resources and strategies for working with students to improve their social and emotional learning and overall mental health. Our district has a desire to move toward a more trauma-informed approach to instruction and services, and we are utilizing these funds to do that.
Reading Remediation and Improvement for Students	Our district saw sharp decreases in reading proficiency on the Spring 2021 statewide assessments and in our local assessment data, suggesting that students are struggling to demonstrate grade-level competency in reading. Since 2018-2019, our proficiency levels in the Keystone Literature exam have decreased more than 20%, our Grades 6-8 PSSA proficiency has decreased more than 10%, and finally, our elementary Grades 3-5 PSSA proficiency has decreased more than 5%. Continued data analysis at the building-level along with a targeted approach to reading interventions is

	Method used to Understand Each Type of Impact
	necessary, based on both survey feedback, observations, focus groups/meetings, and state and local data.
Other Learning Loss	More than 76% of our stakeholders have indicated that our primary needs in terms of funding and support center around interventions and academic support; these stakeholders note that students are in need of targeted interventions, such as small group instruction and additional academic support. When asked to identify key needs, more than 50% of respondents cited interventions needed in mathematics and reading. Our attendance data, state and local assessments, and report card data suggest that students are demonstrating increased learning gaps that are a direct result of the pandemic.

Documenting Disproportionate Impacts

- Identify the student groups in the LEA that faced particularly significant impacts from the pandemic in the areas of Social and Emotional Learning, Reading Remediation and Improvement, or any other areas of learning loss that the LEA will address with this funding source. For each, provide specific strategies that were used or will be used to identify and measure impacts.

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Children from Low-Income Families	Social and Emotional Learning	SAP Referrals, observations, pre/post tests, report card data, etc. SAP meetings, focus groups, counseling sessions, and grade-level interventions.
Children with Disabilities	Social and Emotional Learning	SAP Referrals, observations, pre/post tests, report card data, etc. SAP meetings, focus groups, counseling sessions, and grade-level interventions.
Children from Low-Income Families	Reading Remediation and Improvement	Local and state assessment data, report card data, attendance data, etc. Grade and departmental-level meetings and data analysis sessions.
		Local and state assessment data, report card data,

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Children with Disabilities	Reading Remediation and Improvement	attendance data, etc. Grade and departmental-level meetings and data analysis sessions.
Children from Low-Income Families	Other Areas of Learning Loss	Local and state assessment data, report card data, attendance data, etc. Grade and departmental-level meetings and data analysis sessions.
Children with Disabilities	Other Areas of Learning Loss	Local and state assessment data, report card data, attendance data, etc. Grade and departmental-level meetings and data analysis sessions.

Section: Narratives - Learning Loss Program Questions

Learning Loss Program Questions: In this section, LEAs are asked to describe the activities they have designed to support accelerated learning to combat learning loss caused by the COVID-19 pandemic for their students. Please use the following link to ensure that your calculated values below are equal to the values published on PDE's website. The file contains your LEA's MINIMUM required reserves for Learning Loss to address SEL, SEL PD, and Reading Improvement. Click to download reserve amounts.

*LEA's can choose to spend MORE than the minimum required reserves for Learning Loss. Those values will be entered in the budget sections.

Section 3a – Social and Emotional Learning: As schools across the Commonwealth return to school, LEAs face increased challenges in addressing the mental health needs of their students and staff. LEAs are required to utilize **A MINIMUM of THIRTY PERCENT (30%)** of funding available through this grant application to support the Social and Emotional Learning of their students. In this section, LEAs are asked to describe the activities they have designed to address these needs. Please reference the SEL framework to assist in developing this plan.

3. Calculate 30% of LEA Allocation as the **MINIMUM REQUIRED RESERVE** for Social and Emotional Learning. (Calculation will populate when you click the Save button)
 - This value will be needed in the corresponding budget section.

	Total LEA Allocation	Multiply by 30% (.30)	Minimum Allocation for SEL
Minimum 30% SEL Requirement	170,327	30%	51,098

4. Describe the data sources the LEA is using to identify social and emotional needs of students and identify areas of strength and concerns in the learning environment.

Our district has identified social and emotional needs of students by evaluating SAP referrals, by communicating with students and families through conferences, outreach, and surveys, by discussing needs in faculty groups, and by observing and analyzing needs based on other local data, such as attendance, behavior referrals, guidance referrals, academic improvement plans, and more. Our district strives to meet the diverse social and emotional needs through our current student services programs and resources as well as our external partnerships, our team has found that the numbers of students in need of mental health services or targeted counseling have increased compared to previous years.

5. Program/Activities – Please describe the planned program activities and identify the type of activity and the number of students to be served by that activity.

Program Activity	Student Group	Type (Universal, Targeted, Intensive)	Number of Students Served
Increased Mental Health Counseling	Children from Low-Income Families	Targeted	350

6. How will the LEA assess the success of the SEL program? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
SAP referrals	Weekly	Students will receive targeted counseling for needs through SAP and additional counseling.
Attendance Data	Daily	Students will attend school more regularly and receive necessary mental health services.

Section 3b – Social and Emotional Learning Professional Development: LEAs face increased challenges in addressing the mental health needs of their students and staff. LEAs are required to utilize **A MINIMUM OF TEN PERCENT (10%)** of funding available through this grant application to support professional development activities and technical assistance for educators, school support staff, school leaders and school health professionals to address the social, emotional and mental health needs of students. In this section, LEAs are asked to describe the activities they have designed to address these needs.

7. Calculate 10% of LEA Allocation as the **MINIMUM REQUIRED RESERVE** for Social and Emotional Learning Professional Development. (Calculation will populate when you click the Save button)

- This value will be needed in the corresponding budget section.

	Total LEA Allocation	Multiply by 10% (.10)	Minimum Allocation for SEL PD
Minimum 10% SEL PD	170,327	10%	17,033

	Total LEA Allocation	Multiply by 10% (.10)	Minimum Allocation for SEL PD
Requirement			

8. Describe the planned professional development activities and how the activity will ensure that teachers/staff are equipped with training/support on the following:
- Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;
 - Identifying signs of possible mental health issues and providing culturally relevant support;
 - Motivating students that have been disengaged;
 - Mentoring students who have attendance issues before it becomes a pattern;
 - Self-care and mindfulness strategies for teachers;
 - Engaging and communicating effectively with parents;
 - Working with community agencies to address non-academic needs.

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other)	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	100	Teacher	Faculty/staff/administration	Internal Staff	Trauma-informed instructional practices, such as poverty simulations, positive behavior interventions, universal screeners, bullying prevention, etc.
b. Identifying signs of possible mental health issues and providing culturally relevant support;	100	Teacher	Faculty	Internal Staff	Crisis intervention strategies and techniques, such as Ukeru and Handle with Care.

9. How will the LEA assess the success of the SEL professional development? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Surveys and teacher feedback	1x (program/training completion)	Teachers will have increased access to resources and enhanced understanding of strategies to improve social-emotional learning.
SAP Referrals	Weekly	Because teachers will have increased experience with trauma-informed practices and crisis intervention strategies, teachers will be able to better target students in need of added support and counseling.
Attendance Data	Daily	Because of the focus on positive interventions, trauma-informed practices, and social emotional awareness in the classroom and school culture, student attendance will increase.

Section 3c - Reading Improvement for Students:

LEA allocations in Reading improvement should be used to increase the best practice in the implementation of research-based reading instruction and acceleration. As schools are planning the most effective use for this 8% set aside for reading instruction and acceleration, they should contemplate the use of structured literacy (also known as Science of Literacy) to develop reading instruction and remediation. Please reference the Structured Literacy framework to assist in developing this plan [LINK NEEDED](#)

LEAs are required to utilize **A MINIMUM of EIGHT PERCENT (8%)** of their ARP-ESSER allocation for research-based reading instruction. In this section, describe the course of action to remediate and improve reading gaps through research-based practices.

10. Calculate 8% of LEA Allocation as the **MINIMUM REQUIRED RESERVE** for Reading Improvement for Students. (Calculation will populate when you click the Save button)

- This value will be needed in the corresponding budget section.

	Total LEA Allocation	Multiply by 8% (.08)	Minimum Allocation for Reading Improvement
Minimum 8% Reading Improvement Requirement	170,327	8%	13,626

11. What local assessments were used to determine the need to address learning loss in the area of reading? For which specific groups of students was this need evidenced? What were the findings?

In addition to the significant learning gaps identified in the statewide data, our team uses local assessment data, such as Acadience Reading, IXL, and CDTs to determine learning loss. Across grade levels and subjects, we are seeing some decreases in overall proficiency on both local and state assessments from year-to-year. Not only has the elementary level experienced a general decline in the number of students at or above grade level in Acadience reading composite scores, but we are also seeing that the number of students at or above grade level proficiency is decreasing or stagnating over the course of the academic year. For instance, 70% of the students in one grade level in 2018-2019 were at or above grade level at beginning of the year, whereas only 47% of current students in that grade are meeting those proficiency expectations in beginning-of-the-year data for 2021-2022. Furthermore, data from 2020-2021 suggests that many grade levels are seeing decreases or stagnations in the number of students proficient over the course of the year. In another grade level, 62% of the students started last year at grade level, whereas only 39% of that cohort was meeting grade-level composite scores by the end of the year. Similar trends have manifested in CDT data at the higher grade levels, indicating a continued need to target literacy instruction at all levels. The local assessment in literature suggests that students are showing growth from beginning-of-the-year to end-of-year assessments, but our students are still falling behind the state averages on the CDTs in multiple grade levels. This trend, which is evident across multiple buildings and grade levels, suggests that there are significant learning gaps as a result of the COVID-19 pandemic that can be addressed through targeted interventions and resources.

12. Does your data indicate that at-risk readers are making at least a year's worth of growth or more in one school year? *Please consider both state PVAAS data and local assessment data

No

Please explain:

While current 2021 PVAAS is not updated, our current PSSA and Keystone data suggests that students are not making at least a year's worth of growth in one school year across all grade

levels. Similarly, local assessment data, such as Acadience, IXL, and CDTs reveal similar trends, as described in Question #11.

13. Has the LEA used structured literacy and/or provided training for K-4, ESL, and Special Education teachers in structured literacy?

Yes

If so, please identify the training, grade level, and number of teachers involved.

Training	Grade Level / ESL / Special Education	Number of Teachers Trained
Wilson Training	Special Education	1
LOGIC	K-2	10
Heggerty	K-2	10

14. Describe the evidence-based instructional intervention(s) that address the identified needs of students most disproportionately impacted.

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Small Group Instruction	Children from Low-Income Families	50	Students struggling with literacy acquisition will be able to participate in small group, targeted instruction with an interventionist.
Literacy Intervention Programs	Children with Disabilities	50	Students in need of specific literacy-based interventions will have access to evidenced-based programs, such as Read180 and iReady.

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Data-Driven Instruction	Children from Low-Income Families	150	Students will receive data-driven instruction through quality resources and programs, such as iReady ELA.
Intervention/Tracking	Children from Low-Income Families	1,000	Students will benefit from intentional tracking of interventions through edInsight in order to better meet the specific needs of students at all levels.

15. How will the LEA assess the success of the literacy program? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Local Assessment Data	3x	Students will increase grade-level proficiency and demonstrate growth on ELA benchmarking assessments.
Statewide Assessment Data	1x	Students will demonstrate adequate growth on PVAAS indicators in ELA.

Section 3d - Other Learning Loss Activities; LEAs are permitted to utilize the remainder of their allocation to support and/or supplement additional efforts being implemented to combat learning loss caused by the COVID-19 pandemic. Please use this section to describe those efforts.

*This value can be **UP TO 52%** of the total allocation, if minimum values were used for other reserves.

16. Calculate 52% of the remaining LEA Allocation **AS A MAXIMUM** amount to fund Other Learning Loss Activities. (Calculation will populate when you click the Save button)

	Total LEA Allocation	Multiply by 52% (.52)	Maximum Allocation for Other Learning Loss Activities
52% Other Learning Loss Activities	170,327	52%	88,570

17. Describe the evidence-based instructional intervention(s) that address the identified needs of students most disproportionately impacted.

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Small Group Instruction	Children from Low-Income Families	350	Students struggling with literacy acquisition will be able to participate in small group, targeted instruction with an interventionist.
Intervention/Tracking	Children from Low-Income Families	1,000	Students will benefit from intentional tracking of interventions through edInsight in order to better meet the specific needs of students at all levels.

18. How will the LEA assess the success of the learning loss activities? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Local Assessment Data & Report Card Data	Quarterly	Students will increase grade-level proficiency and demonstrate growth on mathematics and ELA benchmarking assessments

Tool Used to Evaluate Success	Frequency of Use	Expected Results
		and report card grades.
Statewide Assessment Data	1x	Students will demonstrate adequate growth on PVAAS indicators in ELA.

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

\$170,327.00

Allocation

\$170,327.00

Budget Over(Under) Allocation

\$0.00

Enter your calculated value for the 30% Social and Emotional Learning set aside requirement. (Round Up to the whole dollar)

51,098

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$35,768.60	Mental Health Counselor Salary
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$15,329.40	Mental Health Counselor Benefits
		\$51,098.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$170,327.00

Allocation

\$170,327.00

Budget Over(Under) Allocation

\$0.00

Enter your calculated value for the 10% Social and Emotional Learning Professional Development set aside requirement. (Round Up to the whole dollar)

17,033

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$10,000.00	Professional Development for Social-Emotional Learning
2200 - Staff Support Services	100 - Salaries	\$7,033.00	Teacher wages to attend professional development
		\$17,033.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$170,327.00

Allocation

\$170,327.00

Budget Over(Under) Allocation

\$0.00

Enter your calculated value for the 8% Reading Improvement set aside requirement. (Round Up to the whole dollar)

13,626

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$8,225.00	Nearpod ELA lessons and activities, Mindworks academic enrichment, Iready Reading and Writing workshops.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$5,401.00	Read 180 Houghton Mifflin Reading Software
		\$13,626.00	

Section: Budget - Other Learning Loss Expenditures

Learning Loss Budget

Calculate the remaining LEA Allocation amount to fund Other Learning Loss Activities. Please enter **Budget Totals** from the **SEL, SEL PD, and Reading Improvement budget sections** to determine what funds are remaining for Other Learning Loss Activities. Click Save to calculate the value, and then this budget section Total should be equal this amount. (Calculation will populate when you click the Save button)

	Total LEA Allocation	30% SEL Budgeted Value	10% SEL PD Budgeted Value	8% Reading Improvement Budgeted Value	Remaining Allocation for Other Learning Loss Activities
Other Learning Loss Activities Amount	170,327	51,098	17,033	13,626	88,570

Learning Loss Expenditures

Budget

\$170,327.00

Allocation

\$170,327.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$61,999.00	Academic Interventionist Salary
1000 - Instruction	200 - Benefits	\$26,571.00	Academic Interventionist Benefits
		\$88,570.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

\$170,327.00

Allocation

\$170,327.00

Budget Over(Under) Allocation

\$0.00

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	\$61,999.00	\$26,571.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$88,570.00
1100 REGULAR PROGRAMS - ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$8,225.00	\$0.00	\$8,225.00
1200 SPECIAL PROGRAMS - ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$5,401.00	\$0.00	\$5,401.00
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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

	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
Programs								
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	\$35,768.60	\$15,329.40	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$51,098.00
2200 Staff Support Services	\$7,033.00	\$0.00	\$10,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$17,033.00
2300 SUPPORT 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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$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

	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
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
	\$104,800.60	\$41,900.40	\$10,000.00	\$0.00	\$0.00	\$13,626.00	\$0.00	\$170,327.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$170,327.00

