

**AMERICAN RESCUE PLAN ACT-ELEMENTARY AND SECONDARY SCHOOL  
EMERGENCY RELIEF (ARP-ESSER) 7% SEA RESERVE AGREEMENT**

This agreement ("Agreement") is made by and between the Commonwealth of Pennsylvania ("Commonwealth"), through its Pennsylvania Department of Education ("Department"), and Huntingdon Area SD located at 2400 Cassady Ave, Suite 2, Huntingdon, PA 16652, ("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, Act 24 of 2021 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 under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2, for the ARP Elementary and Secondary Emergency Relief (ARP-ESSER) 7% SEA Reserve program.

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

1. Pursuant to this Agreement, Grantee will receive funds in the amount of \$352,819.00. 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 Assurances, 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](http://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: Jennifer Mitchell Date: 11/29/2021

Title: Jennifer Mitchell, Superintendent

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_



**FOR THE COMMONWEALTH**

For the Secretary of Education: Susan McCrone - Electronic Signature Date: 2/16/2022

Title: Division Chief

**APPROVED AS TO FORM AND LEGALITY**

Office of Chief Counsel: Patrick Lord - Electronic Signature Date: 2/23/2022

Department of Education

Office of General Counsel: \_\_\_\_\_ Date: \_\_\_\_\_

Office of Attorney General: \_\_\_\_\_ Date: \_\_\_\_\_

Form Approval No. 6-FA-52.0

Comptroller: Donna Kohr - Electronic Signature Date: 3/2/2022

**Vendor Name: Huntingdon Area SD**

**Address: 2400 Cassady Ave, Suite 2, Huntingdon, PA 16652**

**Fed ID #: 231626601**

**Vendor #: 0000118884**

Grant Title	Funding Source	Project Number	CFDA Number	Allocation Amount	Award Amount
ARP ESSER After School Set Aside	Federal	FA-225-21-0195	TBD	\$50,403.00	\$50,403.00
ARP ESSER Learning Loss Set Aside	Federal	FA-225-21-0195	TBD	\$252,013.00	\$252,013.00
ARP ESSER Summer School Set Aside	Federal	FA-225-21-0195	TBD	\$50,403.00	\$50,403.00
ESSER Fund (ARP ESSER) 7% Set Asides Consolidated	Federal	FA-225-21-0195	TBD	\$0.00	\$352,819.00

**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 7% SEA Reserve program as defined by the Department and/or federal governing agencies.
3. Grantee certifies that its expenditures shall conform to all applicable federal and state legal requirements, including, without limitation, the minimum grant use requirements contained in Act 24 of 2021. 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 7% SEA Reserve program 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.

**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:
  - i. the percentage of the total costs of the program or project that will be financed with federal money;
  - ii. the dollar amount of federal funds for the project or program; and
  - iii. 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 - 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 district is using an early warning system focused on attendance, behavior and course

grades as well as other assessments in our multi-tiered system of supports such as screener, benchmark, and diagnostic assessments. Each grade level team is meeting regularly to discuss student needs. Our after school programming is a tool that can be used to aid students who are showing a need on our early warning and MTSS assessments.

## 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.

- 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 with Disabilities	Academic Growth	50	Pre-assessment data and MTSS assessments including screeners, benchmarks, and diagnostics tools will be used to determine starting point and then progress monitor growth and attainment of IEP goals.
Children from Low-Income Families	Academic Growth	50	Pre-assessment data and MTSS assessments including screeners, benchmarks, and diagnostics tools will be used to determine starting point and then progress monitor growth.
Children from Low-Income Families	Emotional Wellness	25	School Social workers will be available to students and families to coordinate serve needs. Referrals through SAP and guidance counselors.

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

Evidenced based strategies that are used in the classroom will be extended to the after school programming. The goal of the program is not simply "homework help" but to improve growth and learning of skills. Use of literacy programs such as Wilson Reading, Third Quest, Heggerty Phonics, etc will be used. In mathematics Spring Math will serve as a base for assessment and individualized instruction. Additionally, Study Island will be used.

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
25	Internal	Teachers, para professionals, and college interns



- 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
Acadience Reading	Screen BOY, MOY, EOY as well as weekly progress monitoring	Hope to see an increase in student's reading skills overall.
Sp[ring Math	Screen BOY, MOY, EOY as well as weekly progress monitoring	Hope to see an increase in students overall math skills at grade level expectations

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Study Island	Screen BOY, MOY, EOY as well as weekly progress monitoring	Hope to see an increase in development of meeting grade level standards
Attendance	Daily	Increased attendance will provide opportunity for learning
Grades	Daily	Hope to see carry over of success in classroom in student course grades

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

The district will publish the purpose and details of the after school program to increase participation. Teachers and administration will also reach out to individual students/families to encourage participation. Updates on student participation and progress will be shared with families.

## Section: Budget - Instruction Expenditures

### Instruction Expenditures

#### Budget

\$50,403.00

#### Allocation

\$50,403.00

#### Budget Over(Under) Allocation

\$0.00

### Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$34,000.00	Payment for teachers and para professionals working in the after school programming
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$14,000.00	Cover the benefits of teachers and para professionals working in the after school programming
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	\$2,403.00	Instructional supplies needed to provide after school programming for students.
		<b>\$50,403.00</b>	

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

Support and Non-Instructional Expenditures

**Budget**

\$50,403.00

**Allocation**

\$50,403.00

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**Budget Over(Under) Allocation**

\$0.00

Budget Overview

Function	Object	Amount	Description
		\$	
		<b>\$0.00</b>	

**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	\$34,000.00	\$14,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$48,000.00
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	\$2,403.00	\$0.00	\$2,403.00
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
	\$34,000.00	\$14,000.00	\$0.00	\$0.00	\$0.00	\$2,403.00	\$0.00	\$50,403.00
Approved Indirect Cost/Operational Rate: 0.0800								\$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				\$50,403.00

## **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
<b>Social and Emotional Learning</b>	The district would like to implement a K-12 system to assess social and emotional learning of all students. We would also like to implement a tier I social/emotional learning instructional program at the elementary, middle, and High School level. It is important to develop a preventive model first. Additionally, we would like to increase the supports we have at tier II and tier III. This would include exploring the service providers we have available at all levels include psychologist, school counselors, social workers, etc.
<b>Professional Development for Social and Emotional Learning</b>	The district has spent the last few years providing professional development to staff around trauma. The staff do understand and recognize the needs of students. We however are at a point in which we need to provide coaching and direct support for classroom response K-12. Implementing a tier I evidence based program would also assist prevention. Additional professional development and coaching would allow for the staff to move from trauma informed to trauma responsive practioners.
<b>Reading Remediation and Improvement for Students</b>	The district prior to the pandemic had begun to experience declines in literacy. Due to staff overturn and consistency in instruction the district needs professional development on effective literacy practices as a whole. Effective literacy interventions need to be refreshed, obtained for all, and utilized by staff. The district uses Acadience Reading Assessment, but the staff need to understand the tool, analyze the data, and learn how to effectively respond to the data. At the secondary level, the staff have begun to use some new evidence based instructional programs. To build on this step we need to obtain more instructional programs and ensure that all staff are trained properly. Finally, a K-12 curriculum mapping project is needed to ensure that the curriculum is aligned and effective for students.
	During the pandemic we have seen students really struggle with motivation, engagement, and organizational skills needed for learning. The district would like to provide direct instruction on learning skills especially at our secondary level to aid students. This will require time, planning, and

	Method used to Understand Each Type of Impact
Other Learning Loss	obtaining instructional tools. The level of rigor needed for students to be successful beyond high school needs to be adjusted with appropriate scaffolds and supports for our students. This will require some PD for staff to shift their expectations and instructional skills. The data on our mathematics also demonstrates learning loss and gaps in learning. The district began to use Spring Math K-8. We need to continue to invest in this assessment and intervention program to continue to see results. Science and STEM education is critical to helping students develop skills needed for future work opportunities. It is our goal to increase the opportunities offered in courses and align our curriculum.

### 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	
Children from Low-Income Families	Reading Remediation and Improvement	
Children from Low-Income Families	Other Areas of Learning Loss	
Children with Disabilities	Social and Emotional Learning	
Children with Disabilities	Reading Remediation and Improvement	
Children with Disabilities	Other Areas of Learning Loss	

## 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
<b>Minimum 30% SEL Requirement</b>	252,013	30%	75,604

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.

The district currently only screens students in grades k-5 for social and emotional needs. The goal of the funding would be to identify and implement a K-12 assessment system. In the meantime, we will use our current screener in the elementary as well as SAP referrals, guidance counselor referrals, and PBIS behavioral data all all levels. There has been an increase in student social and emotional needs which has necessitated increased 504 plans and need for additional services. The areas of need we see our anxiety, depression, and coping skills. At this time we also are responding to an increase in need as opposed to preventive measures. It is our hope that we could obtain a SEL tier I preventive tool to reduce the risk and decrease the higher level intervention needs.

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
Secure and use a SEL Screener	Children from Low-Income Families	Universal	1,800
Implement an evidence based SEL program	Children from Low-Income Families	Universal	1,800
Increase tiers of intervention supports	Children from Low-Income Families	Targeted	350
Secure evidence based interventions at tier II and tier III	Children from Low-Income Families	Intensive	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
Upon securing the SEL tool we will utilize the pre and post assessment data to evaluate the success of our implementation	Screen beginning, middle, and end of year.	We would hope to see the number of students in need of social emotional instruction decrease with the implementation of our programming.
Intervention Program progress monitoring	As prescribed by the intervention tool	Student will improve social and emotional skills following direct instruction

**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
<b>Minimum 10% SEL PD Requirement</b>	252,031	10%	25,203

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;	157	Teacher	Pennsylvania Mental Health Initiative	External Contractor	Workshops and consulting services for a two year period to include to direct support with handling the social emotional and mental health support of students via

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
					onsite visits, meetings, and consultation.
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	12	Admin	Pennsylvania Mental Health Initiative	External Contractor	Workshops and consulting services for a two year period to include to direct support with handling the social emotional and mental health support of students via onsite visits, meetings, and consultation.
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	43	Support Staff	Pennsylvania Mental Health Initiative	External Contractor	Workshops and consulting services for a two year period to include to direct support with handling the social emotional and mental health support of students via onsite visits, meetings, and consultation.
					Workshops and consulting services for a

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
b. Identifying signs of possible mental health issues and providing culturally relevant support;	7	Counselor	Pennsylvania Mental Health Initiative	External Contractor	two year period to include to direct support with handling the social emotional and mental health support of students via onsite visits, meetings, and consultation.
c. Motivating students that have been disengaged;	157	Teacher	Pennsylvania Mental Health Initiative	External Contractor	Workshops and consulting services for a two year period to include to direct support with handling the social emotional and mental health support of students via onsite visits, meetings, and consultation.

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

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Following Professional Development Activities a PD survey will be used to evaluate the effectiveness of the PD provided	After each PD session	All staff feel more confident and able to manage their own wellness as well as meet the needs of our students daily.

### 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.

- 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	252,031	8%	20,162

- 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?

Acadience reading is used to look at the overall reading composite of students in grades K-5. This assessment needs to be also be utilized in grades 6-8 through use of the grant. This screener is used to highlight students at risk and the level of risk. Further diagnostic assessments will be used with at risk students to determine finite skills that are needed to improve overall reading ability. Students most at risk are students with disabilities and also students from low income households. The instruction must be focused on our K-3 students to ensure that all students are provided with an opportunity to develop the foundation skills

necessary to be proficient readers. Due to disruptive learning during the pandemic the data demonstrates an increase in the number of students needing reading intervention services. Additionally, students at the middle school level were found to be lagging in their reading skills and are demonstrating reading levels a year to two years below grade level. This trend steeply increased in the past year.

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:

Not all students are making adequate growth and especially students in the subcategories of economically disadvantaged and special education.

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

No

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

Training	Grade Level / ESL / Special Education	Number of Teachers Trained
Provide professional learning opportunities in effective literacy instruction around the science of reading.	All K-5 including ESL and Special Education	75

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
			Reading specialist are used to provide direct

<b>Intervention</b>	<b>Student Group</b>	<b>Number of Students Receiving Intervention</b>	<b>Brief Description of Intervention</b>
Title I reading specialists	Children from Low-Income Families	350	instruction intervention programs to children both in and outside of the classroom.
Third Quest Reading Intervention	Children from Low-Income Families	75	The Third Quest is a comprehensive intervention for adolescent struggling readers
Step up To Writing	Children from Low-Income Families	1,000	This will be a tier I instructional program to proactively reduce the number of students having difficulty with writing.
Wilson Reading	Children with Disabilities	20	Designed for students in grades 2-12 and adults who have a language-based learning disability, such as dyslexia, or who have not internalized the sound-symbol system for reading and spelling
Read to Achieve	Children with Disabilities	90	Read to Achieve offers 2 unique modules designed to equip adolescent readers with the comprehension skills and strategies they need to succeed in science, social studies, and English/Literature classes.

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
Acadience Reading	Screen beginning, middle, and end of year as well as weekly and bi-weekly progress monitoring	Students will improve foundational literacy skills to impact overall reading acquisition.
Direct Instruction Program Progress Monitor Assessment	Weekly and bi-weekly progress monitoring	Students will improve foundational literacy skills to impact overall reading acquisition.
PVASS growth data	At least yearly	Increase overall growth in literacy for all students
CDT	Use beginning, middle and end of the year	The diagnostic will be used to see if students are responding to current instruction and adjust instruction if they are not.

**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
<b>52% Other Learning Loss Activities</b>	252,031	52%	131,056

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
Align Curriculum and Instruction to improve instructional outcomes	Children from Low-Income Families	1,800	A clear defined curriculum is needed to ensure that student are receiving grade level appropriate and rigorous material.
Establish a system for data collection and regular data meeting conversations at all buildings	Children from Low-Income Families	1,800	Data is essential to determining who is at risk, designing intervention programming, and monitoring success of intervention. A data warehouse system would increase efficiency of providing support to students.
Increase the number of evidence based literacy programs available to students in the district	Children from Low-Income Families	1,200	To provide for a variety of needs of learners, the district needs a wide variety of instructional materials to match up to the learning needs of the students.
Additional professional development for teachers in literacy	Children from Low-Income Families	1,800	All teachers need to understand how literacy is developed and the most effect strategies to use when providing literacy instruction and intervention. All teachers need consistent training and coaching in improving

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			literacy outcomes.

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
District Assessments that are administered to all students on a regular basis around the district created assessment calendar	Assessment will be done at the beginning, middle, and end of the year to screen students. Benchmark and diagnostic assessments will be used monthly. Progress monitoring will be done weekly.	Data should demonstrate that students are achieving and growing in targeted learning areas for literacy, math, and overall achievement.

## Section: Budget - Social and Emotional Learning Budget

### Social and Emotional Learning Budget

#### Budget

\$252,013.00

#### Allocation

\$252,013.00

#### 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)

75,604

#### Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$10,604.00	Obtain tier I, II, or III intervention tools for SEL instruction
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$45,000.00	Fund a support staff to provide SEL interventions
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$20,000.00	Assist with benefits of the the support staff to provide SEL interventions.
		<b>\$75,604.00</b>	

## Section: Budget - Social and Emotional Learning Professional Development Budget

### Social and Emotional Learning Professional Development Budget

#### Budget

\$252,013.00

#### Allocation

\$252,013.00

#### 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)

25,203

#### Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$25,203.00	Pennsylvania Mental Health Initiative will provide professional development and consulting services to address the student social, emotional, and mental health support
		<b>\$25,203.00</b>	

## Section: Budget - Reading Improvement Budget

### Reading Improvement Budget

#### Budget

\$252,013.00

#### Allocation

\$252,013.00

#### Budget Over(Under) Allocation

\$0.00

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

20,162

#### Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	\$20,162.00	Professional development and coaching will be provided to all K-5 staff to develop effect literacy instruction at the tier I.
		<b>\$20,162.00</b>	

## 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
<b>Other Learning Loss Activities Amount</b>	252,013	75,604	25,203	20,162	131,044

### Learning Loss Expenditures

#### Budget

\$252,013.00

#### Allocation

\$252,013.00

#### Budget Over(Under) Allocation

\$0.00

### Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$75,000.00	Assessment and data management are key to developing a multi-tiered system of support for all students. The district will use fund to maintain data systems to tier students for

Function	Object	Amount	Description
			intervention.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$31,044.00	Funds will be used to purchased instructional materials to align curriculum
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$25,000.00	Additional professional development will be provided to assist in learning loss with mathematics. Services will be contracted for workshop learning and direct coaching.
		<b>\$131,044.00</b>	

## Section: Budget - Budget Summary

### BUDGET OVERVIEW

#### Budget

\$252,013.00

#### Allocation

\$252,013.00

#### 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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$45,000.00	\$20,000.00	\$125,203.00	\$0.00	\$20,162.00	\$41,648.00	\$0.00	\$252,013.00
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	\$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
<b>Programs</b>								
<b>1800 Pre-K</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2000 SUPPORT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2100 SUPPORT SERVICES – STUDENTS</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2200 Staff Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2300 SUPPORT SERVICES – ADMINISTRATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2400 Health Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2500 Business Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2600 Operation and Maintenance</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2700 Student Transportation</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2800 Central Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3000 OPERATION OF NON- INSTRUCTIONAL SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3100 Food Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3200 Student Activities</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$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
	\$45,000.00	\$20,000.00	\$125,203.00	\$0.00	\$20,162.00	\$41,648.00	\$0.00	\$252,013.00
				Approved Indirect Cost/Operational Rate: 0.0800				\$0.00
				Final				\$252,013.00

## 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](https://www.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.

The district will use the early warning system we have developed to look at student attendance, behavior, and course grades. Additionally, we will use our district assessments which will include screeners, benchmarks, and diagnostic assessments. Teams will meet

regularly in data meetings to discuss student needs based on assessment data. Referrals will be made for the summer programming via the data meetings prior to summer school

## 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	100	Assessment will be used to determine student needs and learning gaps. Programming will be designed for individual student needs based on assessment data.
Children from Low-Income Families	Emotional Wellness	50	Assessment will be used to determine who is at risk for social and emotional needs. Students will then be offered programming to meet the individuals needs.
Children with Disabilities	Academic Growth	100	Assessment will be used to determine student needs and learning gaps. Programming will be designed for individual student needs based on assessment data.

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

The summer program will not simply be credit recovery, but an opportunity for learning. Assessment data will be used to find areas of need. Direct instruction tools for math and literacy will be utilized to ensure we are using evidence based instructional strategies. Social emotional needs will also be address through evidence based learning models and tools.

4. 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
30	Internal Provider	Teacher and Para Professionals employed by the district



**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
Direct instruction intervention programs	Daily use and progress monitoring data weekly	Increased learning and progress toward learning goals for grade level expectancy.
District Assessment Tools	Progress monitor at least bi-weekly	Increased learning and progress toward learning goals for grade level expectancy.
Progress monitoring with Acadience Reading	Progress monitor at least bi-weekly	Increased learning and progress toward learning goals for grade level expectancy.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Progress monitor with Spring Math	Progress monitor at least weekly	Increased learning and progress toward learning goals for grade level expectancy.

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

Students will be referred to the summer program through direct conversations with families. Data will be used to show how the programming can benefit the student. Families will receive regular updates and information about their students progress. When possible family engagement activities will be planned at the school during the duration of the program.

## Section: Budget - Instruction Expenditures

### Instruction Expenditures

#### Budget

\$50,403.00

#### Allocation

\$50,403.00

#### Budget Over(Under) Allocation

\$0.00

### Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$34,000.00	Funds used to pay for summer school salaries for teachers and paraprofessionals for the summer school program instruction
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$14,000.00	Benefit coverage for teachers and paraprofessionals for the summer school program instruction
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$2,403.00	Funds to purchase needed instructional supplies to facilitate summer school instruction
		<b>\$50,403.00</b>	

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

Support and Non-Instructional Expenditures

**Budget**

\$50,403.00

**Allocation**

\$50,403.00

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**Budget Over(Under) Allocation**

\$0.00

Budget Summary

Function	Object	Amount	Description
		\$	
		<b>\$0.00</b>	

**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	\$34,000.00	\$14,000.00	\$0.00	\$0.00	\$0.00	\$2,403.00	\$0.00	\$50,403.00
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
	\$34,000.00	\$14,000.00	\$0.00	\$0.00	\$0.00	\$2,403.00	\$0.00	\$50,403.00
Approved Indirect Cost/Operational Rate: 0.0800								\$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				\$50,403.00

### **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. **FUNDING 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.