

**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 Central Valley SD located at 160 Baker Road Extension, Monaca, PA 15061, (“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 \$184,038.00. 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: Nicholas Perry - Electronic Signature Date: 11/24/2021

Title: Superintendent

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

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



**FOR THE COMMONWEALTH**

For the Secretary of Education: Susan McCrone - Electronic Signature Date: 2/12/2022  
 Title: Division Chief

**APPROVED AS TO FORM AND LEGALITY**

Office of Chief Counsel: Patrick Lord - Electronic Signature Date: 2/16/2022  
 Department of Education  
 Office of General Counsel: \_\_\_\_\_ Date: \_\_\_\_\_  
 Office of Attorney General: \_\_\_\_\_ Date: \_\_\_\_\_

Form Approval No. 6-FA-52.0

Comptroller: Rick Zettlemyer - Electronic Signature Date: 2/18/2022

**Vendor Name: Central Valley SD**  
**Address: 160 Baker Road Extension, Monaca, PA 15061**  
**Fed ID #: 264411969**  
**Vendor #: 0000759539**

Grant Title	Funding Source	Project Number	CFDA Number	Allocation Amount	Award Amount
ARP ESSER After School Set Aside	Federal	FA-225-21-1075	TBD	\$26,291.00	\$26,291.00
ARP ESSER Learning Loss Set Aside	Federal	FA-225-21-1075	TBD	\$131,456.00	\$131,456.00
ARP ESSER Summer School Set Aside	Federal	FA-225-21-1075	TBD	\$26,291.00	\$26,291.00
ESSER Fund (ARP ESSER) 7% Set Asides Consolidated	Federal	FA-225-21-1075	TBD	\$0.00	\$184,038.00

**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 will focus on historically underserved populations and at-risk students attending

the LatchKey Program for academic and emotional supports. Assessment and SWPBIS data will continue to be utilized to determine the need and to evaluate the effectiveness of the program supports. The Central Valley School District continued to assess students through the pandemic and since our return to face-to-face instruction. Students are provided local assessments as well as standardized assessments to compare pre and post-pandemic learning loss. DIBELS, NWEA-MAPS, PSSA and Keystone results were and are currently used. Progress monitoring was also and continues to be used as part of the measurement for our historically underperforming cohorts or students.

**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 with Disabilities	Academic Growth	50	Using primarily the OnHands Schools data management system, the district is able to monitor the academic and social-emotional needs of our students using various diagnostic assessment tools. Some of the diagnostic assessment tools include DIBELS, Study Island, Triumph Learning, NWEA Maps, Classroom Diagnostic Tools (CDTs), PBIS Apps, and SPIRE. This data will be used to provide necessary supports and supplement areas of need due to learning loss.
			Using primarily the OnHands Schools data management system, the district is able to monitor the academic and social-emotional needs of our students using



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	50	various diagnostic assessment tools. Some of the diagnostic assessment tools include DIBELS, Study Island, Triumph Learning, NWEA Maps, Classroom Diagnostic Tools (CDTs), PBIS Apps, and SPIRE. This data will be used to provide necessary supports and supplement areas of need due to learning loss.

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

The District will utilize assessment data from DIBELS, Study Island, Triumph Learning, NWEA Maps, Classroom Diagnostic Tools (CDTs), PBIS Apps, and SPIRE. This data will be used to provide necessary supports and supplement areas of need due to learning loss in our after-school program.

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
4	External Provider	The Latchkey Program is both internal and external. Staff members that support the program are both District employees (Teachers and Paraprofessionals) and employees of the LatchKey program (Community Members) independent of the

Number of Staff Members	Internal/Outside Provider	Role
		school district payroll.



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
NWEA Maps, DIBELS, Study Island, SPIRE	Triannually	10% of the students in the program will demonstrate growth from the initial benchmark test in the Fall to the final benchmark test in the Spring.

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

Families are engaged through email, individual conferences, informational flyers, and the District website.

**Section: Budget - Instruction Expenditures**

Instruction Expenditures

**Budget**

\$26,291.00

**Allocation**

\$26,291.00

**Budget Over(Under) Allocation**

\$0.00

Budget Overview

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$20,000.00	Staff Salaries
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	\$6,291.00	School Supplies and Snacks
		<b>\$26,291.00</b>	

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

Support and Non-Instructional Expenditures

**Budget**

\$26,291.00

**Allocation**

\$26,291.00

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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**

	<b>100 Salaries</b>	<b>200 Benefits</b>	<b>300 Purchased Professional and Technical Services</b>	<b>400 Purchased Property Services</b>	<b>500 Other Purchased Services</b>	<b>600 Supplies 800 Dues and Fees</b>	<b>700 Property</b>	<b>Totals</b>
<b>1000 Instruction</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1300 CAREER AND TECHNICAL EDUCATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1400 Other Instructional Programs – Elementary / Secondary</b>	\$20,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$6,291.00	\$0.00	\$26,291.00
<b>1600 * ADULT EDUCATION PROGRAMS</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1700 Higher Education Programs</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1800 Pre-K</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2000 SUPPORT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2100 SUPPORT SERVICES – STUDENTS</b>	\$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

	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
	\$20,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$6,291.00	\$0.00	\$26,291.00
<b>Approved Indirect Cost/Operational Rate: 0.0000</b>								<b>\$0.00</b>

	<b>100 Salaries</b>	<b>200 Benefits</b>	<b>300 Purchased Professional and Technical Services</b>	<b>400 Purchased Property Services</b>	<b>500 Other Purchased Services</b>	<b>600 Supplies 800 Dues and Fees</b>	<b>700 Property</b>	<b>Totals</b>
							<b>Final</b>	<b>\$26,291.00</b>

## 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?

	<b>Method used to Understand Each Type of Impact</b>
<b>Social and Emotional Learning</b>	Counselors in each of our district buildings were directed to reach out to our students throughout the pandemic and during the return to in-person instruction. This information has been documented by our counselors. Throughout the pandemic and continuing now, we track student behavior related to our schoolwide positive behavior intervention and support programs using the SWIS program through PBIS Apps. Our teachers have presented and continue to present advisory lessons to students focusing on social/emotional learning and coping skills. The district also provides school-based counseling to students in need through a local psychologist.
<b>Professional Development for Social and Emotional Learning</b>	The district has used and will continue to utilize the Vector Safe Schools Program to address professional development surrounding the areas of social and emotional learning during in-service days, extended day professional development opportunities, etc. Teachers progress through modules in the program to learn about student mental health needs and how they can provide support to students who may be struggling. Module topics include, but are not limited to: De-escalation, COVID-19 safety and prevention, stress management, student mental health awareness intervention, suicide awareness and prevention, etc.
<b>Reading Remediation and Improvement for Students</b>	The district will secure a scientifically based reading program series that will help address the deficiencies in literacy as a result of learning loss from the pandemic. Elementary students will be the primary population utilizing this program; however, special education students in all grades will receive support through reading instructional materials purchased. A rubric from the National Center for Education Evaluation and Regional Assistance was used by our curriculum team to identify the best program to support our students' literacy needs.
<b>Other Learning Loss</b>	The district will use the additional 52% to address learning loss through the scientifically based reading literacy program to improve students' literacy skills.

### Documenting Disproportionate Impacts

2. 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	Reading Remediation and Improvement	Using primarily OnHand Schools Data Management system, the district was able to monitor the academic needs of our students using various diagnostic assessment tools. Some of the diagnostic assessment tools included: DIBELS, Study Island, Triumph Learning, NWEA MAPS, Classroom Diagnostic Tools (CDTs), and SPIRE. This data was used to provide necessary supports and supplement areas of need due to learning loss.
Children with Disabilities	Reading Remediation and Improvement	Using primarily OnHand Schools Data Management system, the district was able to monitor the academic needs of our students using various diagnostic assessment tools. Some of the diagnostic assessment tools included: DIBELS, Study Island, Triumph Learning, NWEA MAPS, Classroom Diagnostic Tools (CDTs), and SPIRE. This data was used to provide necessary supports and supplement areas of need due to learning loss.
		Using primarily OnHand Schools Data Management

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
English Learners	Reading Remediation and Improvement	system, the district was able to monitor the academic needs of our students using various diagnostic assessment tools. Some of the diagnostic assessment tools included: DIBELS, Study Island, Triumph Learning, NWEA MAPS, Classroom Diagnostic Tools (CDTs), and SPIRE. This data was used to provide necessary supports and supplement areas of need due to learning loss.
Children from Low-Income Families	Social and Emotional Learning	Student social-emotional data was tracked during the pandemic and since returning to in-person instruction through the use of the SWIS platform in PBIS-Apps. Our schoolwide positive behavior intervention and support teams and school counselors utilize the data from SWIS, the universal screening process, and teacher or parent recommendations to provide interventions to students who may be struggling socially and emotionally.
Children with Disabilities	Social and Emotional Learning	Student social-emotional data was tracked during the pandemic and since returning to in-person instruction through the use of the SWIS platform in PBIS-Apps. Our schoolwide positive behavior intervention and support teams and school counselors utilize the data from SWIS, the universal screening process, and teacher or parent recommendations to provide

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		interventions to students who may be struggling socially and emotionally.
English Learners	Social and Emotional Learning	Student social-emotional data was tracked during the pandemic and since returning to in-person instruction through the use of the SWIS platform in PBIS-Apps. Our schoolwide positive behavior intervention and support teams and school counselors utilize the data from SWIS, the universal screening process, and teacher or parent recommendations to provide interventions to students who may be struggling socially and emotionally.

**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>	131,456	30%	39,437

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.

Throughout the pandemic and during the return to school, the district continued to monitor the social and emotional needs of the students. We use the universal screener to evaluate the need for targeted or intensive interventions for students. This data is housed in the SWIS data warehouse from PBIS Apps. We also utilize data from the effectiveness of our schoolwide positive behavior intervention and support programs to assess our students' social and emotional needs. The district has also and continues to survey educators and students. Administrators and teachers have also held conferences with students and parents indicating a need to address the social-emotional and wellness needs of students throughout the district, especially from our low-income students and families. During the pandemic, the social,

emotional and physical well-being of students suffered mostly due to isolation and the decrease in physical exercise and activity. This has greatly affected underprivileged and low-income families in our district. The ESSER funds will be able to extend opportunities and boost physical activities by building upon our district’s current wellness and fitness programs. These opportunities will improve the self-esteem, mood and energy levels of all students in the district. Since students will improve their self esteem and engagement through this wellness program, it will in turn cause them to be more engaged in their academic classes and demonstrate success in the classroom due to improved mental health. There will also be a special focus of extending the health and wellness program to students with disabilities who are in our adapted physical education classes. This will provide a wellness community and social outlet for all students in the district and will also encourage life-long physical fitness moving forward.

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
Health and Wellness Program	Children from Low-Income Families	Universal	225
Health and Wellness Program	Children with Disabilities	Universal	120

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
Participation in Health and Wellness Program	Daily/Weekly/Monthly Logs	Increased use of health and wellness program; students indicating through conferences increased mood, energy levels, and self esteem issues resolve

**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>	131,456	10%	13,146

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
					The district will utilize the Vector Safe Schools Program to address professional development surrounding the areas of social and emotional learning during in-service days, extended day professional

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;	150	Teacher	Vector Safe Schools	External Contractor	development opportunities, etc. Teachers progress through modules in the program to learn about student mental health needs and how they can provide support to students who may be struggling. Module topics include, but are not limited to: De-escalation, COVID-19 safety and prevention, stress management, student mental health awareness intervention, suicide awareness and prevention, etc.
					The district will utilize the Vector Safe Schools Program to address professional development surrounding the areas of social



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;	5	Counselor	Vector Safe Schools	External Contractor	and emotional learning during in-service days, extended day professional development opportunities, etc. Counselors progress through modules in the program to learn about student mental health needs and how they can provide support to students who may be struggling. Module topics include, but are not limited to: De-escalation, COVID-19 safety and prevention, stress management, student mental health awareness intervention, suicide awareness and prevention, etc.
					The district will utilize the Vector Safe Schools

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;	50	Support Staff	Vector Safe Schools	External Contractor	Program to address professional development surrounding the areas of social and emotional learning during in-service days, extended day professional development opportunities, etc. Support staff professionals progress through modules in the program to learn about student mental health needs and how they can provide support to students who may be struggling. Module topics include, but are not limited to: De-escalation, COVID-19 safety and prevention, stress management, student mental health awareness intervention,

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
					suicide awareness and prevention, etc.
b. Identifying signs of possible mental health issues and providing culturally relevant support;	10	Admin	Vector Safe Schools	External Contractor	The district will utilize the Vector Safe Schools Program to address professional development surrounding the areas of social and emotional learning during in-service days, extended day professional development opportunities, etc. Administration progresses through modules in the program to learn about student mental health needs and how they can provide support to students who may be struggling. Module topics include, but are not limited to: De-escalation, COVID-19 safety and prevention,

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
					stress management, student mental health awareness intervention, suicide awareness and prevention, etc.

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
Assessment from Vector Safe Schools at the end of each module	Several times throughout the year during professional development days embedded into the school calendar	Staff is expected to pass the final assessment with 80% proficiency.

**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
<b>Minimum 8% Reading Improvement Requirement</b>	131,456	8%	10,516

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?

Using primarily OnHand Schools Data Management system, the district was able to monitor the academic needs of our students using various diagnostic assessment tools. Some of the diagnostic assessment tools included: DIBELS, Study Island, NWEA MAPS, Classroom Diagnostic Tools (CDTs), PSSA and Keystone assessments, and SPIRE. This data was used to provide necessary supports and supplement areas of need due to learning loss. A rubric from the National Center for Education Evaluation and Regional Assistance was used by our curriculum team to identify the best scientifically-based literacy program to support our students' literacy needs.

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

Yes

Please explain:

Our teachers and administrators examine PVAAS data and assessment data to determine student growth throughout the year to determine the effectiveness of the reading program. Local assessments are used to determine student groupings for targeted interventions in the area of need in regards to literacy. The main data sources are from DIBELS, NWEA MAPS, and PSSA scores to determine student growth.

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
Implementation of the Scientific Based Literacy Program	K-5 Regular Ed, Special Education, Title I, ESL Teachers and Paraprofessionals	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
Differentiated Instruction based on literacy need	Children with Disabilities	174	The reading program provides options for differentiation for students who are approaching grade level, on grade level, beyond grade level.
Targeted Intervention Resources (aligned to Tier 2 and Tier 3 RTI/MTSS)	Children with Disabilities	174	Tier 2 and Tier 3 RTI/MTSS Interventions are embedded within the reading program to provide targeted or intensive scientific based reading instruction to the students with the highest need.
Close Reading Skills	Children with Disabilities	174	Students are taught to engage with the text before, during, and after reading to activate background knowledge, make connections, and make meaning of what they are learning.
			Cross curricular

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Content Area Vocabulary Instruction	Children with Disabilities	174	connections are made with social studies and science vocabulary as part of the regular literacy instructional program.
Differentiated Instruction based on literacy need	Children from Low-Income Families	245	The reading program provides options for differentiation for students who are approaching grade level, on grade level, beyond grade level.
Targeted Intervention Resources (aligned to Tier 2 and Tier 3 RTI/MTSS)	Children from Low-Income Families	245	Tier 2 and Tier 3 RTI/MTSS Interventions are embedded within the reading program to provide targeted or intensive scientific based reading instruction to the students with the highest need.
Close Reading Skills	Children from Low-Income Families	245	Students are taught to engage with the text before, during, and after reading to activate background knowledge, make connections, and make meaning of what they are learning.
Content Area Vocabulary Instruction	Children from Low-Income Families	245	Cross curricular connections are made with social studies and science vocabulary as part of the regular literacy instructional

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			program.
Differentiated Instruction based on literacy need	English Learners	26	The reading program provides options for differentiation for students who are approaching grade level, on grade level, beyond grade level. It also provides opportunities for English Language Learner connections too.

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
End of Unit Exams	6 times a year	Students will demonstrate knowledge of reading content taught through the unit.
Reading Program Diagnostic Exams	4-6 times a year	Students will show growth and mastery towards grade level content.
NWEA MAPS Benchmark Tests	Three times a year	10% of students will demonstrate growth over time from the fall, winter, and spring sessions.
PSSA/PVAAS Data	yearly	10% of students will demonstrate at least one grade level of growth from year to year.
		10% of students will show



Tool Used to Evaluate Success	Frequency of Use	Expected Results
DIBELS	2-3 times a year	increased fluency (words per minute) over time (from session to session).
STAR Reading	2 times a year	Students will demonstrate growth of their reading level.

**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>	131,456	52%	68,357

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
Differentiated Instruction based on literacy need	Children with Disabilities	174	The reading program provides options for differentiation for students who are approaching grade level, on grade level, beyond grade level.
			Tier 2 and Tier 3

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Targeted Intervention Resources (aligned to Tier 2 and Tier 3 RTI/MTSS)	Children with Disabilities	174	RTI/MTSS Interventions are embedded within the reading program to provide targeted or intensive scientific based reading instruction to the students with the highest need.
Close Reading Skills	Children with Disabilities	174	Students are taught to engage with the text before, during, and after reading to activate background knowledge, make connections, and make meaning of what they are learning.
Content Area Vocabulary Instruction	Children with Disabilities	174	Cross curricular connections are made with social studies and science vocabulary as part of the regular literacy instructional program.
Differentiated Instruction based on literacy need	Children from Low-Income Families	245	The reading program provides options for differentiation for students who are approaching grade level, on grade level, beyond grade level.
			Tier 2 and Tier 3 RTI/MTSS Interventions are

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Targeted Intervention Resources (aligned to Tier 2 and Tier 3 RTI/MTSS)	Children from Low-Income Families	245	embedded within the reading program to provide targeted or intensive scientific based reading instruction to the students with the highest need.
Close Reading Skills	Children from Low-Income Families	245	Students are taught to engage with the text before, during, and after reading to activate background knowledge, make connections, and make meaning of what they are learning.
Content Area Vocabulary Instruction	Children from Low-Income Families	245	Cross curricular connections are made with social studies and science vocabulary as part of the regular literacy instructional program.
Differentiated Instruction based on literacy need	English Learners	26	The reading program provides options for differentiation for students who are approaching grade level, on grade level, beyond grade level. It also provides opportunities for English Language Learner connections too.

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

<b>Tool Used to Evaluate Success</b>	<b>Frequency of Use</b>	<b>Expected Results</b>
End of Unit Exams	6 times a year	Students will demonstrate knowledge of reading content taught through the unit.
Reading Program Diagnostic Exams	4-6 times a year	Students will show growth and mastery towards grade level content.
NWEA MAPS Benchmark Tests	Three times a year	10% of students will demonstrate growth over time from the fall, winter, and spring sessions.
PSSA/PVAAS Data	yearly	10% of students will demonstrate at least one grade level of growth from year to year.
DIBELS	2-3 times a year	10% of students will show increased fluency (words per minute) over time (from session to session).
STAR Reading	2 times a year	Students will demonstrate growth of their reading level.

**Section: Budget - Social and Emotional Learning Budget**

Social and Emotional Learning Budget

**Budget**

\$131,456.00

**Allocation**

\$131,456.00

**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)

39,437

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	700 - Property	\$39,437.00	Wellness Program
		<b>\$39,437.00</b>	

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

Social and Emotional Learning Professional Development Budget

**Budget**

\$131,456.00

**Allocation**

\$131,456.00

**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)

13,146

Budget Summary

Function	Object	Amount	Description
1000 - Instruction	300 - Purchased Professional and Technical Services	\$13,146.00	Professional Development
		<b>\$13,146.00</b>	

**Section: Budget - Reading Improvement Budget**

Reading Improvement Budget

**Budget**

\$131,456.00

**Allocation**

\$131,456.00

**Budget Over(Under) Allocation**

\$0.00

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

10,516

Budget Summary

Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	\$10,516.00	Reading Intervention Literacy Program
		<b>\$10,516.00</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>	184,038	39,437	13,146	10,516	120,939

**Learning Loss Expenditures**

**Budget**

\$131,456.00

**Allocation**

\$131,456.00

**Budget Over(Under) Allocation**

\$0.00

Budget Overview

Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	\$68,357.00	Reading Intervention Literacy Program
		<b>\$68,357.00</b>	



**Section: Budget - Budget Summary**

**BUDGET OVERVIEW**

**Budget**

\$131,456.00

**Allocation**

\$131,456.00

**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	\$13,146.00	\$0.00	\$0.00	\$78,873.00	\$0.00	\$92,019.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$39,437.00	\$39,437.00
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

	<b>100 Salaries</b>	<b>200 Benefits</b>	<b>300 Purchased Professional and Technical Services</b>	<b>400 Purchased Property Services</b>	<b>500 Other Purchased Services</b>	<b>600 Supplies 800 Dues and Fees</b>	<b>700 Property</b>	<b>Totals</b>
<b>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

	<b>100 Salaries</b>	<b>200 Benefits</b>	<b>300 Purchased Professional and Technical Services</b>	<b>400 Purchased Property Services</b>	<b>500 Other Purchased Services</b>	<b>600 Supplies 800 Dues and Fees</b>	<b>700 Property</b>	<b>Totals</b>
<b>3300 Community Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$13,146.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$78,873.00</b>	<b>\$39,437.00</b>	<b>\$131,456.00</b>
<b>Approved Indirect Cost/Operational Rate: 0.0000</b>								<b>\$0.00</b>
<b>Final</b>								<b>\$131,456.00</b>

## 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.

The District will focus on historically underserved populations and at-risk students attending summer programming for academic and emotional supports. Assessment and SWPBIS data will continue to be utilized to determine the need and to evaluate the effectiveness of the

program supports. The Central Valley School District continued to assess students through the pandemic and since our return to face-to-face instruction. Students are provided local assessments as well as standardized assessments to compare pre and post-pandemic learning loss. DIBELS, NWEA-MAPS, PSSA and Keystone results were and are currently used. Progress monitoring was also and continues to be used as part of the measurement for our historically underperforming cohorts or students.

**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.

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	150	Using primarily the OnHands Schools data management system, the district is able to monitor the academic and social-emotional needs of our students using various diagnostic assessment tools. Some of the diagnostic assessment tools include DIBELS, Study Island, Triumph Learning, NWEA Maps, Classroom Diagnostic Tools (CDTs), PBIS Apps, PSSA and Keystone results, and classroom grades. This data will be used to provide necessary supports and supplement areas of need due to learning loss.

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

Through the Edgenuity platform, prescriptive tests are given to students to identify learning gaps and to develop individualized learning pathways within specific content areas to address student needs.

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
20	Internal Provider	Summer Instructor



**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
Edgenuity Software	Daily throughout the summer	Students must maintain at least 60% proficiency within their summer courses

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

The District will engage families through phone calls, emails, informational flyers, progress reports (daily) and individual conferences.

**Section: Budget - Instruction Expenditures**

Instruction Expenditures

**Budget**

\$26,291.00

**Allocation**

\$26,291.00

**Budget Over(Under) Allocation**

\$0.00

Budget Summary

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$26,291.00	Salaries for summer program instructors
		<b>\$26,291.00</b>	



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

Support and Non-Instructional Expenditures

**Budget**

\$26,291.00

**Allocation**

\$26,291.00

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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**

	<b>100 Salaries</b>	<b>200 Benefits</b>	<b>300 Purchased Professional and Technical Services</b>	<b>400 Purchased Property Services</b>	<b>500 Other Purchased Services</b>	<b>600 Supplies 800 Dues and Fees</b>	<b>700 Property</b>	<b>Totals</b>
<b>1000 Instruction</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1300 CAREER AND TECHNICAL EDUCATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1400 Other Instructional Programs – Elementary / Secondary</b>	\$26,291.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$26,291.00
<b>1600 * ADULT EDUCATION PROGRAMS</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1700 Higher Education Programs</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1800 Pre-K</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2000 SUPPORT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2100 SUPPORT SERVICES – STUDENTS</b>	\$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

	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
	\$26,291.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$26,291.00
<b>Approved Indirect Cost/Operational Rate: 0.0000</b>								<b>\$0.00</b>

	<b>100 Salaries</b>	<b>200 Benefits</b>	<b>300 Purchased Professional and Technical Services</b>	<b>400 Purchased Property Services</b>	<b>500 Other Purchased Services</b>	<b>600 Supplies 800 Dues and Fees</b>	<b>700 Property</b>	<b>Totals</b>
							<b>Final</b>	<b>\$26,291.00</b>

## **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 polices 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.