

Section: Narratives - Assessing Impacts and Needs

LEA ARP ESSER APPLICATION

The Pennsylvania Department of Education (PDE) recognizes the extraordinary efforts made by Local Education Agencies (LEAs), schools, and educators to support students during the COVID-19 pandemic. The application below requests information from LEAs about: (1) Needs and impacts resulting from the pandemic, (2) Stakeholder engagement in the development of local plans to respond to these needs and impacts, (3) Specific elements in the LEA Plan for the Use of ARP ESSER Funds; and (4) Plans for monitoring and measuring progress. As submitted and accepted by PDE in final form, this application shall become part of the Grant Agreement for ARP ESSER funds as Appendix B. As used in this application, "the LEA" refers to the Grantee defined in the Grant Agreement.

ARP ESSER includes a significant focus on vulnerable student populations. Given these requirements, as well as PDE's own equity commitments, the LEA application includes specific fields requesting information on programs to serve student groups that have experienced disproportionate impacts from the pandemic. Student groups are inclusive of the following:

- Students from low-income families;
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity);
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender);
- English learners;
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA]);
- Students experiencing homelessness;
- Children and youth in foster care;
- Migrant students; and
- Other groups disproportionately impacted by the pandemic that have been identified by the LEA (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, and LGBTQ+ students).

Section I: Assessing Impacts and Needs

In this first section, LEAs are asked to describe the impact of the pandemic on their students, examine disproportionate impacts on specific student groups, and highlight the LEA's promising practices in supporting student needs since March 2020.

Indicators of Impact

1. Understanding the Impact of the COVID-19 Pandemic: Describe how the LEA has identified or will identify the extent of the impact of the COVID-19 pandemic on student learning and well-being. Specifically, what methods (i.e., collecting and analyzing data and information from focus groups, surveys,

and local assessment results) were used or will be used to identify and measure impacts in four key areas: (1) Academic impact of lost instructional time, (2) Chronic absenteeism, (3) Student engagement, and (4) Social-emotional well-being?

	Methods Used to Understand Each Type of Impact
Academic Impact of Lost Instructional Time	Our data mining initiative, which incorporates monitoring, analyzing, and comparing data from all locally administered assessments, teacher-created assessments, as well as state standardized assessments, has been used to identify students who have experienced learning loss since the start of the pandemic.
Chronic Absenteeism	Analysis of our quarterly chronic absenteeism reports and data from our Attendance Officer and SAIPs, as well as ongoing, real-time support from Academic Advisors who work at each grade level of our K-12 program, will monitor and engage with students who are identified as chronically absent. Efforts will be made to assist families whenever possible.
Student Engagement	Through our extended data mining initiative, we plan to take a “deep dive” into how PALCS students are interacting with content (i.e. student engagement) with an emphasis on academic performance of students who attend virtual lessons vs. watching a recording; blank or “bogus” work submissions, multiple extension requests, and students who chronically submit assignments late or just before the deadline. We will also be looking at student engagement as we return to in-person field trips and extra-curricular activities that were halted due to the pandemic.
Social-emotional Well-being	As we offer an enhanced menu of social-emotional supports in response to increased indicators of anxiety and depression, we will track student and family engagement in workshops and online supports, as well as in their courses, both academic and non-academic.
Other Indicators	

Documenting Disproportionate Impacts

2. Identify **at least three student** groups in the LEA that faced particularly significant impacts from the pandemic. For each, provide specific strategies that were used or will be used to identify and measure impacts.

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
	Increased the amount of related service time for

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
<p>Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])</p>	<p>students Training of staff and supports for SEL Parental input in regards to impact of pandemic to determine need of increased services Social Worker developing SEL program Tracking of IEP goals and progress made / regression during pandemic</p>
<p>Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)</p>	<p>In terms of social-emotional need, our families were surveyed as to the impact of COVID-19 on their personal lives, such as loss of housing, loss of job/income, or change in the family's situation. Follow up conversations were set up for families who had reached out by email expressing a need for some kind of support. Professional development has been and will continue to be a focus for our staff. Topics for PD have been on cultural sensitivity, trauma-informed care, relationship-building, mental health and well-being, and other social-emotional strands. Our belief is that if we can strengthen our own knowledge on these topics, the impact on our students will be immeasurable. As for academic need, our data mining initiative identified cohorts of students who had experienced learning loss. Principals and divisions level teams are developing data protocols to help teachers identify students, identify gaps in learning, track academic progress, and determine other intervention support those students may require.</p>
<p>Students from low-income families</p>	<p>Families were surveyed as to the impact of COVID-19 on their personal lives, such as loss of housing, loss of job/income, or change in the family's situation. Follow up conversations were set up for families who had reached out by email expressing a need for some kind of support. As for academic need, our data mining initiative identified cohorts of students who had experienced learning loss. Principals and divisions level teams are developing data protocols to help teachers identify students, identify gaps in learning, track academic progress, and determine other intervention</p>

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
	support those students may require. Staff have received training on low-income identifiers, resources that we can connect families with, and what internal and external supports our families have access to already.

Reflecting on Local Strategies

3. Provide the LEA’s assessment of the top two or three strategies that have been most effective in supporting the needs of students, in particular specific student groups most impacted by the COVID-19 pandemic. Include at least one strategy addressing **academic needs** and at least one strategy addressing **social-emotional needs**.

	Strategy Description
Strategy #1	Training instructional and non-instructional staff on SEL supports (social-emotional well-being)

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

- Academic impact of lost instructional time
- Chronic absenteeism
- Student engagement
- Social-emotional well-being
- Other impact

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

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

- Students from low-income families
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)
- Gender (e.g., identifying disparities and focusing on underserved student groups by

gender)

- English learners
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))
- Students experiencing homelessness
- Children and youth in foster care
- Migrant students
- Other student groups: (provide description below)

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

Reflecting on Local Strategies: Strategy #2

	Strategy Description
Strategy #2	Creating academic intervention pathways for students with the highest academic needs (biggest learning loss or learning gaps).

i. Impacts that Strategy #2 best addresses: (select all that apply)

- Academic impact of lost instructional time
- Chronic absenteeism
- Student engagement
- Social-emotional well-being
- Other impact

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

iii. Student group(s) that Strategy #2 most effectively supports: (select all that apply)

- Students from low-income families
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)

- Gender (e.g., identifying disparities and focusing on underserved student groups by gender)
- English learners
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))
- Students experiencing homelessness
- Children and youth in foster care
- Migrant students
- Other student groups: (provide description below)

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

Reflecting on Local Strategies: Strategy #3

	Strategy Description
Strategy #3	Ongoing improvement and strengthening of communication between the school and the home, and within the school itself.

i. Impacts that Strategy #3 best addresses: (select all that apply)

- Academic Impact of Lost Instructional Time
- Chronic absenteeism
- Student engagement
- Social-emotional well-being
- Other impact

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

iii. Student group(s) that Strategy #3 most effectively supports: (select all that apply)

- Students from low-income families
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on

underserved student groups by race or ethnicity)

- Gender (e.g., identifying disparities and focusing on underserved student groups by gender)
- English learners
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))
- Students experiencing homelessness
- Children and youth in foster care
- Migrant students
- Other student groups: (provide description below)

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

Section: Narratives - Engaging Stakeholders in Plan Development

Section II: Engaging Stakeholders in Plan Development

In this second section, LEAs are asked to provide information on how stakeholders will be engaged in planning for the use of ARP ESSER funds, how stakeholder input will be utilized, and how the LEA will make its LEA Plan for the Use of ARP ESSER Funds transparent to the public—all critical components in developing, implementing, and adjusting plans based on the differential impacts of the COVID-19 pandemic.

4. Stakeholder Engagement

Describe how the LEA, in planning for the use of ARP ESSER funds, has engaged or will engage in meaningful consultation with stakeholders. **(3,000 characters max)**

(Stakeholders include students; families; school and district administrators (including special education administrators); teachers; principals; school leaders; other educators; school staff; and unions. In addition, to the extent that the following groups are present in or served by the LEA, stakeholders also include community partners, civil rights organizations (including disability rights organizations); stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migrant students, children who are incarcerated, and other underserved students; and tribes.)

Parents, students, the school's Academic Leadership team, and teachers have been asked to provide suggestions for programs, initiatives, or products that they would like to see funded with ARP ESSER funds. This was done by survey, during teacher in-service days, and by following up with stakeholders after multiple presentations on what allowable uses are under ARP ESSER. Stakeholders were encouraged to reach out directly to the Supervisor of Federal Programs, who then presented the ideas to the Academic Leadership team for their approval.

5. Use of Stakeholder Input

Describe how the LEA has taken or will take stakeholder and public input into account in the development of the LEA Plan for the Use of ARP ESSER Funds. **(3,000 characters max)**

Stakeholder feedback was collected over the course of the last year and a half, after many federal presentations. The Supervisor of Federal Programs attended multiple parent and student meetings to explain ESSER funding and to answer any questions that might follow. Once these ideas were collected, they were presented to the leadership team to review and discuss. Pending their approval, and the possibility of those programs being implemented, as well as testing each vendor through SAM.gov, and testing each cost for whether it is necessary, allocable, and reasonable.

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

Describe the process for development, approval, and making public the LEA Plan for the Use of ARP ESSER Funds. The LEA Plan for the Use of ARP ESSER Funds must be made publicly available on the

Project #: 223-21-1045
Agency: Pennsylvania Leadership CS
AUN: 124150004
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

LEA website and submitted to PDE within 90 days of LEA receipt of ARP ESSER funding, must be written in a language that parents/caregivers can understand, and must be provided in alternate format upon request by a parent/caregiver who is an individual with a disability. **(3,000 characters max)**

Once all of the programs and funds have been approved by the Academic Leadership team, the grant is submitted to PDE for approval. As soon as the grant is approved, PALCS will post the breakdown of ARP ESSER funds on the main school site, outlining all of the costs of the grant, including posting the full Plan for the Use of ARP ESSER funds. A presentation to the greater school community has been set up and planned for pending the grant's approval, as well.

Section: Narratives - Using ARP ESSER Funds to Plan for Safe, In-Person Instruction

Section III: Using ARP ESSER Funds to Plan for Safe, In-Person Instruction

In this third section, LEAs are asked to reflect on both the impacts and needs described in Section I and stakeholder engagement described in Section II to provide a description of the LEA plan for the use of ARP ESSER funds, beginning with the minimum 20 percent reservation, to address the impact of lost instructional time as required by section 2001(e)(1) of the ARP Act.

Instructions: For both (a) the 20 percent reservation to address the impact of lost instructional time and (b) remaining funds, describe the LEA's principles for emphasizing educational equity in expending ARP ESSER funds, including but not limited to:

- Responding to students' academic, social, emotional, and mental health needs, and addressing opportunity gaps that existed before—and were exacerbated by—the pandemic.
- Allocating funding to individual schools and for LEA-wide activities based on student need.
- Implementing an equitable and inclusive return to in-person instruction. An inclusive return to in-person instruction includes, but is not limited to, establishing policies and practices that avoid the over-use of exclusionary discipline measures (including in- and out-of-school suspensions) and creating a positive and supportive learning environment for all students.
- Taking steps to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the ARP ESSER-supported program, in compliance with the requirements of section 427 of GEPA (20 U.S.C. 1228a).
- Attending to sustainability of plans supported by non-recurring ARP ESSER funds beyond the ARP ESSER funding period.

7. Plan for 20 percent Reservation to Address the Impact of Lost Instructional Time (Learning Loss)

How will the LEA use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs? **(3,000 characters max)**

The response must include:

- a. A description of the evidence-based interventions (e.g., providing intensive or high-dosage tutoring, accelerating learning) the LEA has selected, and how the LEA will evaluate the impact of those interventions on an ongoing basis to determine effectiveness.
- b. How the evidence-based interventions will specifically address the needs of student groups most disproportionately impacted.
- c. The extent to which the LEA will use funds it reserves to identify, engage, and support (1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and (2) students who did not consistently participate in remote instruction when offered during school building closures.

Through the implementation and efforts of the data mining initiative, PALCS will be assisting any students who have been identified as either being part of an A-TSI targeted student subgroup or who may have experienced some level of learning loss since the start of the pandemic with several evidence-based interventions, including but not limited to: providing intensive/high-dosage tutoring through the school-run Homework Help after-school program, providing additional support through the Academic Advisor program in high school, hiring more teachers to lower classroom size, funding an intensive summer-school program for 2023 and 2024 summers, expanding the number of Math Interventionists and Reading Specialists in each division, and developing an early warning system within the school's LMS that aligns with Pennsylvania's Act 158. The school has administered surveys asking for families to explain hardships that had arisen from the pandemic. A variety of responses came in, ranging from financial hardships to mental health struggles, academic struggles, and interpersonal struggles. The school's leadership team took these responses to lead the conversation about implementing an MTSS program that encompasses all divisions, tracking progress and intervening with students as needed. A big focus of this initiative is students who were identified as having experienced learning loss, as well as those who fall into the A-TSI targeted subgroups.

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

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

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

PALCS will be using the remaining funds to address continuity of services, access to instruction, mitigation strategies, and facilities improvements. In order to ensure that services continue, the IT department will be performing upgrades to both staff and student equipment hardware and software. PALCS's instructional model is that of a cyber charter, therefore as long as students have access to the internet and a computer, they have access to school. The IT and Students Services teams will work together with the Academics department to ensure that every student has reliable equipment, and address any gaps as they become apparent. In terms of mitigation strategies, the PALCS nursing staff will be working collaboratively with school leadership to

determine supply needs for COVID-19 testing kits, gloves, masks, thermometers, and any other health/sanitation supplies to ensure everyone’s health and safety. Our maintenance team will also be monitoring the school’s need to ensure that facilities are upgraded and compliant with all CDC guidance for ensuring the safety of all in the building.

9. For LEAs with one or more Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) school only

Please verify consultation of the [Evidence Resource Center](#) in developing the LEA Plan for the Use of ARP ESSER Funds and provide a justification for any intervention that is not supported by tier 1, 2, 3, or 4 evidence. If the LEA does not include a school with a CSI or ATSI designation, indicate “Not Applicable.”

(3,000 characters max)

As an A-TSI designated school, one of the evidence-based interventions PALCS has in place is its school-based after-school program (Tier 3 intervention). Students meet with teachers from their division after regular school hours to either receive help with homework or to receive tutoring on any concepts they may be struggling with. Teachers of all content areas are available. High-dosage tutoring during the school day is also available to students who need it, especially focused around the subjects of ELA and Math (Tiers 1, 3, and 4). Through the data mining initiative, our HS and Guidance teams have been able to start development of an early warning intervention and monitoring system that alerts staff to students who may be at risk of not graduating on time. This initiative aligns nicely with the graduation pathways that were enacted through Act 158 (Tiers 2 and 4).

10. 20% Reservation Calculation

Please enter your ARP ESSER total allocation amount and then click Save.

***Please ensure that your 20% (or greater) budgeted amount for Learning Loss is itemized in your Budget.**

	ARP ESSER Allocation	Reservation Requirement	Reservation Amount (calculated on save)
20 Percent Reservation	7,608,664	20%	1,521,733

Section: Narratives - Monitoring and Measuring Progress

Section IV: Monitoring and Measuring Progress

In this fourth section, LEAs are asked to describe efforts to build local capacity to ensure high-quality data collection and reporting to safeguard funds for their intended purposes.

11. Capacity for Data Collection and Reporting

LEAs must continuously monitor progress and adjust strategies as needed. Describe the LEA's capacity and strategy to collect and analyze data (disaggregated by student group, where applicable), for each of the following measures:

	Data Collection and Analysis Plan (including plan to disaggregate data)
Student learning, including academic impact of lost instructional time during the COVID-19 pandemic	Reports and analysis are regularly run from our Student Information and our Learning Management systems to identify students who have experienced learning loss. Now that the students have been identified, systems are being developed to allow for tracking of these students within our SIS and LMS, to assist instructional staff in each division with progress monitoring and response to intervention planning.
Opportunity to learn measures (see help text)	Students who are in targeted student subgroups and have been identified as experiencing learning loss tied to COVID-19, will be provided additional supports through our MTSS program, including the ability to participate in SEL curricula, receive additional interventions tied to specific learning gaps, and have the ability to attend/participate in summer and after-school programs, as needed. Being that PALCS is a cyber charter school, our teachers are being provided professional development year round about the effective use of technology, such as Tech Tuesdays, attending PETE&C conferences annually, collaborating with our Ed-Tech Coaches, and receiving additional training from our IT department on new software programs as they are released.
Jobs created and retained (by number of FTEs and position type) (see help text)	2022-23ES Teachers - 17 FTEMS Teachers - 10 FTEHS Teachers - 11 FTEUSP Teachers - 1 FTEGuidance Staff - 1 FTEFamily Ambassadors - 10 FTE 2023-24ES Teachers - 17 FTEMS Teachers - 11 FTEHS Teachers - 11 FTEUSP Teachers - 1 FTEGuidance Staff - 1 FTEFamily Ambassadors - 10 FTE
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	PALCS will be using ARP ESSER funds to pay for summer and after-school programs. This will include funding stipends for staff developing summer courses, teaching summer courses, teaching summer enrichment courses, and writing curriculum. Student performance in summer school is available in our SIS and LMS and is readily available to instructional staff as needed. We will be adding our after-school learning supports into our SIS and LMS within the next few months to track the data similarly to how summer school data is tracked and analyzed.

Section: Narratives - ARP ESSER Assurances

ARP ESSER Fund Assurances

Please complete each of the following assurances prior to plan submission:



The LEA will implement appropriate fiscal monitoring of and internal controls for the ARP ESSER funds (e.g., by updating the LEA's plan for monitoring funds and internal controls under the CARES and CRRSA Acts; addressing potential sources of waste, fraud, and abuse; conducting random audits; or other tools).



The LEA will complete quarterly Federal Financial Accountability Transparency Act (FFATA) reports and comply with all PDE reporting requirements, including on matters such as:

- How the LEA is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to mitigating COVID-19 in schools;
- Overall plans and policies related to LEA support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;
- Data on each LEA's and school's mode of instruction (fully in-person, hybrid, and fully remote) and conditions;
- LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
- LEA uses of funds to sustain and support access to LEA-supported early childhood education programs;
- Impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
- Student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
- Requirements under the FFATA; and
- Additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER fund use.



The LEA will cooperate with any examination of records with respect to such funds by making

records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of: (a) the United States Department of Education and/or its Inspector General; (b) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority; (c) the Pennsylvania Department of Education; and/or (d) the Pennsylvania Auditor General, Pennsylvania Inspector General, or any other state agency.



Records pertaining to ARP ESSER Funds, including financial records related to the use of grant funds, will be tracked and retained separately from those records related to the LEA's use of other Federal funds, including ESSER I and ESSER II Funds.



The LEA will maintain inventory records, purchase orders and receipts for equipment (over \$5,000) purchased, all computing devices, and special purpose equipment (\$300 - \$4,999), and will conduct a physical inventory every two years. Please note: inventory of equipment purchased with federal funds must be broken out by funding source.



Any LEA receiving funding under this program will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).



The LEA will conduct its operations so that no person shall be excluded from participation in, be denied the benefits of, or be subject to discrimination under the ARP ESSER program or activity based on race; color; national origin, which includes a person's limited English proficiency or English learner status and a person's actual or perceived shared ancestry or ethnic characteristics; sex; age; or disability. These non-discrimination obligations arise under Federal civil rights laws, including but not limited to Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments Act of 1972, section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975. In addition, the LEA must comply with all regulations, guidelines, and standards issued by the United States Department of Education under any of these statutes.



The LEA will comply with all ARP Act and other ARP ESSER requirements, including but not limited to complying with the maintenance of equity provisions in section 2004(c) of the ARP

Act. Under Maintenance of Equity, per-pupil funding from state and local sources and staffing levels for *high poverty schools* may not be decreased by an amount that exceeds LEA-wide reductions in per-pupil funding and staffing levels for *all schools* served by the LEA¹. High poverty schools are the 25 percent of schools serving the highest percent of economically disadvantaged students in the LEA as measured by information LEAs submitted in PIMS that includes individual student data and identifying if the student meets economically disadvantaged criteria. This data is used to calculate school poverty percentages . Note: An LEA is exempt from the Maintenance of Equity requirement if the LEA has a total enrollment of fewer than 1,000 students, operates a single school, serves all students in each grade span in a single school, or demonstrates an exceptional or uncontrollable circumstance, as determined by the United States Secretary of Education.

¹Calculations for Maintenance of Equity: Per Pupil Funding from combined State and local funding = Total LEA funding from combined State and local funding for all schools served by the LEA in the given fiscal year, divided by the number of children enrolled in all schools served by the LEA in the given fiscal year. Full time equivalent staff = Total full-time equivalent staff in all schools served by the LEA in the given fiscal year, divided by the number of children enrolled in all schools served by the LEA in the given fiscal year. These calculations should be completed for all schools in the LEA as well as for high poverty schools in the LEA for FY 2021-22 and 2022-23. Reductions must not be greater for high poverty schools than for all schools in the LEA.



The LEA will implement evidence-based interventions, as required by section 2001(e)(1) of the ARP Act.



The LEA will address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from underserved racial or ethnic groups and gender groups, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, migrant students, and other groups disproportionately impacted by the pandemic that have been identified by the LEA) as required by section 2001(e)(1) of the ARP Act.



The LEA will develop and make publicly available a Plan for the Safe Return to In-Person Instruction and Continuity of Services, hereinafter referred to as the LEA Health and Safety Plan, that complies with section 2001(i) of the ARP Act. The plan will be submitted to PDE, in a manner and form determined by PDE, no later than July 30, 2021.



The LEA's Health and Safety Plan will include (1) how the LEA will, to the greatest extent practicable, support prevention and mitigation policies in line with the most up-to-date guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff; (2) how the LEA will ensure continuity of services, including but not limited to services to address the students' academic needs, and students' and staff members' social, emotional, mental health, and other needs, which may include student health and food services; (3) how the LEA will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policy on each of the following safety recommendations established by the CDC: (a) universal and correct wearing of masks; (b) modifying facilities to allow for physical distancing (e.g., use of cohorts/podding); (c) handwashing and respiratory etiquette; (d) cleaning and maintaining healthy facilities, including improving ventilation; (e) contact tracing in combination with isolation and quarantine, in collaboration with the State and local health departments; (f) diagnostic and screening testing; (g) efforts to provide vaccinations to school communities; (h) appropriate accommodations for children with disabilities with respect to health and safety policies; and (i) coordination with state and local health officials.



The LEA will review its Health and Safety Plan at least every six months during the duration of the ARP ESSER grant period and make revisions as appropriate. When determining whether revisions are necessary, the LEA will take into consideration significant changes to CDC guidance on reopening schools and will seek public input and take public input into account.



The LEA's Health and Safety Plan will be made publicly available on the LEA website and must be written in a language that parents/caregivers can understand or be orally translated for parent/caregivers and must be provided in alternate format upon request by a parent/caregiver who is an individual with a disability.



The LEA will provide to PDE: (1) the URL(s) where the public can readily find data on school operating status; and (2) the URL(s) for the LEA websites where the public can find the LEA's Health and Safety plan as required under section 2001(i) of the ARP Act; and the LEA Plan for the Use of ARP ESSER Funds.

Section: Narratives - LEA Health and Safety Plan Upload

LEA HEALTH AND SAFETY PLAN

Please upload your LEA Health and Safety Plan below, and check the assurance indicating that you have completed your upload. Please name the file using your LEA name followed by Health and Safety Plan. example: "**LEA Name-Health and Safety Plan**"



CHECK HERE - to assure that you have successfully uploaded your LEA Health and Safety Plan.

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$7,608,664.00

Allocation

\$7,608,664.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$1,662,536.64	ES Learning Loss teachers salaries
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$1,167,753.88	MS Learning Loss teachers salaries
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$982,787.44	HS Learning Loss teachers salaries
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$38,731.83	HS Learning Loss teachers benefits
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$135,179.00	University Scholars Program Learning Loss teacher salary
1100 - REGULAR PROGRAMS – ELEMENTARY /	100 - Salaries	\$137,776.00	ES Reading Specialist salary learning loss

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Function	Object	Amount	Description
SECONDARY			
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$137,776.00	MS Reading Specialist salary learning loss
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$40,000.00	ES Induction/Mentor stipends for 2022-23 and 2023-24 SY
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$24,000.00	MS Induction/Mentor stipends for 2022-23 and 2023-24 SY
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$38,000.00	HS Induction/Mentor stipends for 2022-23 and 2023-24 SY
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$6,000.00	USP Induction/Mentor stipends for 2022-23 and 2023-24 SY
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$327,307.21	Special Ed. Learning Loss teacher salaries for 2022-23 and 2023-24 SY
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$20,000.00	Special Ed. Induction/Mentor stipends for 2022-23 and 2023-24 SY
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$40,000.00	Data Intervention Specialists, Instructional Coaches, and SOAR Coordinator for Summer 2023 and Summer 2024 Work -

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Function	Object	Amount	Description
			stipends
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$12,000.00	Summer School Coordinator stipends for 2023 and 2024
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$153,600.00	Teacher stipends for summer school 2023 and 2024 - learning loss set-aside
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$77,000.00	Curriculum writing stipends for teachers for summer 2023 and summer 2024
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$55,000.00	Homework Help salaries - learning loss set-aside
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$8,000.00	Transfer Academic Advisor stipends for 2022-23 SY and 2023-24 SY - learning loss set-aside
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$80,000.00	HS Academic Advisor salary for 2022-23 and 2023-24 - learning loss set-aside
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$100,000.00	After-school intensive tutoring program - learning loss set-side for 2022-23 and 2023-24
			Data Mining initiative to

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Function	Object	Amount	Description
1000 - Instruction	300 - Purchased Professional and Technical Services	\$150,000.00	develop, analyze, and synthesize data reports for the 2022-23 SY - learning loss set-aside
1000 - Instruction	300 - Purchased Professional and Technical Services	\$150,000.00	Data Mining initiative to develop, analyze, and synthesize data reports for the 2023-24 SY - learning loss set-aside
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$2,000.00	CPFA Induction/Mentor stipend
		\$5,545,448.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$7,608,664.00

Allocation

\$7,608,664.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$10,000.00	Guidance Induction/Mentor stipends
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$90,000.00	HS School Counselor Support Specialist salary
2400 - Health Support Services	100 - Salaries	\$2,000.00	Health Induction/Mentor stipend
2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	\$20,000.00	Student IT support supplies for 2022-23 and 2023-24 SYs
2200 - Staff Support Services	600 - Supplies	\$350,000.00	Staff IT support supplies for 2022-23 and 2023-24 SYs
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$22,000.00	Coaching endorsements for STEM and Instructional Coaches
2400 - Health Support Services	600 - Supplies	\$100,000.00	COVID-19 Health and Sanitizing supplies

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Function	Object	Amount	Description
2600 - Operation and Maintenance	600 - Supplies	\$109,216.00	Maintenance COVID-19 supplies
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	400 - Purchased Property Services	\$60,000.00	Rent of building to provide social distancing for in-person student programs for 2022-23 and 2023-24 SYs
3300 - Community Services	100 - Salaries	\$1,000,000.00	Salaries for Family Ambassadors for 2022-23 and 20223-24 SYs
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$150,000.00	Solution Tree PLC professional development training 2022-23 SY
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$150,000.00	Solution Tree PLC professional development training 2023-24 SY
		\$2,063,216.00	

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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	\$300,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$300,000.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$4,759,408.96	\$38,731.83	\$100,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,898,140.79
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$347,307.21	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$347,307.21
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	\$100,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$20,000.00	\$0.00	\$120,000.00
2200 Staff Support Services	\$0.00	\$0.00	\$322,000.00	\$0.00	\$0.00	\$350,000.00	\$0.00	\$672,000.00

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	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$100,000.00	\$0.00	\$102,000.00
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	\$109,216.00	\$0.00	\$109,216.00
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	\$1,000,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,000,000.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$60,000.00	\$0.00	\$0.00	\$0.00	\$60,000.00
	\$6,208,716.17	\$38,731.83	\$722,000.00	\$60,000.00	\$0.00	\$579,216.00	\$0.00	\$7,608,664.00

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	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$7,608,664.00