

**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 Lower Merion SD located at 301 E Montgomery Ave. Ardmore, PA 19003, ("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 \$169,708.00. 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  
Title: Khalid Mumin - Superintendent

Date: 11/29/2021

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



**FOR THE COMMONWEALTH**

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

**APPROVED AS TO FORM AND LEGALITY**

Office of Chief Counsel: Patrick Lord - Electronic Signature Date: 2/17/2022  
 Department of Education  
 Office of General Counsel: \_\_\_\_\_ Date: \_\_\_\_\_  
 Office of Attorney General: \_\_\_\_\_ Date: \_\_\_\_\_

Form Approval No. 6-FA-52.0

Comptroller: Karen Leavitt - Electronic Signature Date: 3/1/2022

**Vendor Name: Lower Merion SD**  
**Address: 301 E Montgomery Ave, Ardmore, PA 19003**  
**Fed ID #: 231671777**  
**Vendor #: 0000119485**

Grant Title	Funding Source	Project Number	CFDA Number	Allocation Amount	Award Amount
ARP ESSER After School Set Aside	Federal	FA-225-21-0232	TBD	\$24,244.00	\$24,244.00
ARP ESSER Learning Loss Set Aside	Federal	FA-225-21-0232	TBD	\$121,220.00	\$121,220.00
ARP ESSER Summer School Set Aside	Federal	FA-225-21-0232	TBD	\$24,244.00	\$24,244.00
ESSER Fund (ARP ESSER) 7% Set Asides Consolidated	Federal	FA-225-21-0232	TBD	\$0.00	\$169,708.00

**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.

Lower Merion School District will use the after school funds to provide afterschool

programming for identified kindergarten students who demonstrate academic need. Students participate in a half-day kindergarten program and will participate in an extended day. Students were selected based on the results of fall universal screening information.

**Section: Narratives - After-school Program**

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

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

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
English Learners	Academic Growth	48	Students were identified based on results from district universal screeners. Impact will be measured through academic growth and reduction in achievement gaps.

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

The program will supplement and extend the District core literacy program. Resources include the District's board approved core reading program, Journeys, as well as supportive resources like Heggerty Phonemic Awareness.

- 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
6	Internal	Extended Kindergarten Instructors



- 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
Dibels Assesement	3X/year	Student growth and reduction in achieiment gap
District Benchmark Assessments	3X/yr	Student growth and reduction in achieiment gap
WIDA	1x/yr	Student growth

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

Families will be provided with information about the program and program outcomes as well as strategies for supporting learning at home. Additionally, outreach communications will share opportunities for family engagement through family information nights, curriculum nights, community and activity events. Information will be translated into families' home languages.

**Section: Budget - Instruction Expenditures**

Instruction Expenditures

**Budget**

\$24,244.00

**Allocation**

\$24,244.00

**Budget Over(Under) Allocation**

\$0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$24,244.00	Extended Kindergarten Staff
		<b>\$24,244.00</b>	

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

Support and Non-Instructional Expenditures

**Budget**

\$24,244.00

**Allocation**

\$24,244.00

---

**Budget Over(Under) Allocation**

\$0.00

Budget Overview

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

**Section: Budget - Budget Summary**  
**BUDGET SUMMARY**

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$24,244.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$24,244.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$24,244.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$24,244.00
<b>Approved Indirect Cost/Operational Rate: 0.0000</b>								<b>\$0.00</b>

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
							Final	\$24,244.00

## Section: Narratives - Needs Assessment

### Introduction

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

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

### Percentage of LEA Allocation - Required Activities

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

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

**8% - To address reading remediation and improvement for students**

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

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

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

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

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

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

**Needs Assessment:** In this section, LEAs are asked to describe the impact of the pandemic on their

students, examine disproportionate impacts on specific student groups, and highlight the LEA's promising practices in supporting student needs since March 2020.

**Indicators of Impact**

1. Understanding the Impact of the COVID-19 Pandemic: Describe how the LEA has identified or will identify the extent of the impact of the COVID-19 pandemic on student learning and well-being. Specifically, what methods (i.e., collecting and analyzing data and information from focus groups, surveys, and local assessment results) were used or will be used to identify and measure impacts in four key areas: (1) Social and Emotional Learning, (2) Professional Development needs to support Social and Emotional Learning, (3) Reading Remediation and Improvement for Students, and (4) Other areas of Learning Loss?

	<b>Method used to Understand Each Type of Impact</b>
<b>Social and Emotional Learning</b>	<p>The Lower Merion School District has been significantly impacted by the COVID-19 pandemic with regard to social-emotional and mental health needs. Based on a review of evaluation requests, review of academic data, parent and staff meetings, parent and staff surveys, and information shared by students, the District has identified social-emotional and mental health functioning to be an area of high need at this time. Specifically, the District has seen a sharp rise in the amount of suicide risk and threat/harm assessments conducted across our K-12 buildings. Moreover, there has been a noteworthy increase in student mental health hospitalization across the District. Parents and staff report that students require additional mental health supports to proactively provide self-help skills and respond to crisis situations. The Lower Merion School District will use ESSER funds to develop a district-based Wellness and Crisis Response team. This team will consist of key members from Administration (central and building based), the Student Services Department (psychologists, social workers, counselors, and nurses), and Operations Department. The team will attend specialized trainings centered around social-emotional wellness and school-based crisis response. This team will support each of our district schools by proactively providing social-emotional strategies to students, staff, and families. Additionally, the team will support school teams by responding to crisis situations (suicides, deaths, natural disasters, etc.). The ESSER funds will be used to cover the cost of training, materials/resources, and summer work sessions. The Wellness and Crisis Response team will attend specialized trainings such as the National Association of School Psychologist (NASP) PREPaRE workshops, Comprehensive School Threat Assessment Guidelines (C-STAG), Mental Health First Aid, and other relevant offerings. The team will acquire essential materials and resources such as training booklets and manuals, books and resources for buildings, and crisis response kits. Moreover, the ESSER funds will be used to cover the cost of summer and after-school planning work sessions. This team will equip students, educators, and families with valuable social-emotional supports to navigate the various</p>



	<b>Method used to Understand Each Type of Impact</b>
	challenges associated with COVID-19 and other unexpected challenges we may face that impact social-emotional wellness and mental health.
<b>Professional Development for Social and Emotional Learning</b>	<p>The Lower Merion School District plans to use the ESSER funds allocated for professional learning on trauma-informed practices, social-emotional learning, and self-care training. The first steps in supporting emotional wellness with students is to ensure educators feel safe, supported, and secure from a social-emotional standpoint. Educators who have effective tools in managing their own self-care will serve as valuable models in the classroom. Our District will use ESSER funds allocated for professional learning to teach educators self-care and wellness strategies in the school setting that can be utilized by students and themselves. We plan to contract with local experts to lead training sessions on mindfulness, relaxation and stress reduction. Educators will learn how to detect stress and discomfort, identify appropriate strategies to utilize, and assess the effectiveness of the strategy utilized. Additionally, educators will be trained in teaching these tools to students. While our district has provided broad training to all staff on trauma informed practices, we will use ESSER funds to continue this work with local experts who can lead advanced workshops specific to educator roles. Classroom educators will benefit from training that helps them identify warning signs and risk factors in the classroom. Additionally, this training will provide classroom educators strategies on how to incorporate trauma sensitive practices within the curriculum. Student Services team members will benefit from training that equips them with counseling and direct support strategies when working with small groups and individuals. Additionally, support staff will benefit from training that helps them identify which students may be exhibiting visible signs of trauma and/or abuse who require additional support.</p>
<b>Reading Remediation and Improvement for Students</b>	<p>Based on universal screener for our elementary students, a gap in phonics has emerged as a identified area of improvement due to the pandemic. Supplemental research based resources will be purchased for instructional materials with our at-risk learners.</p>
<b>Other Learning Loss</b>	<p>Students in grades pre-K-5 were prioritized for participation in a summer learning program based on identified learning loss. SPIES provided summer educational services to students in pre-k-5 who were in need of additional support in reading, writing, or mathematics at the elementary level. Its goal was to continue to support the mission and vision of LMSD by creating a bridge of learning that extends beyond the traditional school year. Students were recommended through their reading and math support programs and/or participation in the district extended kindergarten program. Economically disadvantaged students were prioritized.</p>

**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.

<b>Student Group</b>	<b>Area of Impact</b>	<b>Provide specific strategies that were used or will be used to identify and measure impacts</b>
Children from Low-Income Families	Reading Remediation and Improvement	The area of concern was recognized when the district-wide universal screeners was administered. Based on individual student results, at-risk students were identified for intervention. Students will be progressed monitored for growth.
Children from Low-Income Families	Other Areas of Learning Loss	Students in our summer program, SPIES, participated in a pre and post testing using universal screeners and district benchmark assessments.
Children from Low-Income Families	Social and Emotional Learning	The district will evaluate success through student survey, staff survey, and post-intervention surveys. We expect to see an overall increase in positive survey responses from fall to spring. Additionally we expect to see an overall increase in positive survey responses annually.

**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>	121,220	30%	36,366

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

The Lower Merion School District has been significantly impacted by the COVID-19 pandemic with regard to social-emotional and mental health needs. Based on a review of evaluation requests, review of academic data, parent and staff meetings, parent and staff surveys, and information shared by students, the District has identified social-emotional and mental health functioning to be an area of high need at this time. Specifically, the District has seen a sharp rise in the amount of suicide risk and threat/harm assessments conducted across our K-12 buildings. Moreover, there has been a noteworthy increase in student mental health hospitalization across the District. Parents and staff report that students require additional mental health supports to proactively provide self-help skills and respond to crisis situations.

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
District Wellness and Crisis Response Team	Children from Low-Income Families	Universal	1,140

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
Student survey	2x/year	We expect to see an overall increase in positive survey responses from fall to spring. Additionally we expect to see an overall increase in positive survey responses annually.
Staff Survey	2x/year	We expect to see an overall increase in positive survey responses from fall to spring. Additionally we expect to see an overall increase in positive survey responses annually.
Post-intervention Survey	following a crisis	We expect to see an overall increase in positive survey responses annually.

**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>	121,220	10%	12,122

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 first steps in supporting emotional wellness with students is to ensure educators feel safe, supported, and secure from a social-emotional standpoint. Educators who have effective tools in managing their own self-care

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
e. Self-care and mindfulness strategies for teachers;	1,562	Other	Penn Program for Mindfulness	External Contractor	will serve as valuable models in the classroom. Our District will use ESSER funds allocated for professional learning to teach educators self-care and wellness strategies in the school setting that can be utilized by students and themselves. We plan to contract with local experts to lead training sessions on mindfulness, relaxation and stress reduction. Educators will learn how to detect stress and discomfort, identify appropriate strategies to utilize, and assess the effectiveness of the strategy utilized. Additionally, educators will be trained in

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
					teaching these tools to students.
b. Identifying signs of possible mental health issues and providing culturally relevant support;	1,562	Other	Combination of local providers (university professors, mental health experts, and consulting agencies)	External Contractor	While our district has provided broad training to all staff on trauma informed practices, we will use ESSER funds to continue this work with local experts who can lead advanced workshops specific to educator roles. Classroom educators will benefit from training that helps them identify warning signs and risk factors in the classroom. Additionally, this training will provide classroom educators strategies on how to incorporate trauma sensitive practices within the curriculum. Student

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
					Services team members will benefit from training that equips them with counseling and direct support strategies when working with small groups and individuals. Additionally, support staff will benefit from training that helps them identify which students may be exhibiting visible signs of trauma and/or abuse who require additional support.

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
pre and post training surveys	before and after each training	We expect to see an overall increase in positive responses from the pre and post training surveys

**Section 3c - Reading Improvement for Students:**



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

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

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

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

	Total LEA Allocation	Multiply by 8% (.08)	Minimum Allocation for Reading Improvement
<b>Minimum 8% Reading Improvement Requirement</b>	121,220	8%	9,698

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?

Learning loss was evaluated through our universal screeners in k-5. Specifically, DIBELS assessment showed a gap in phonics across the district. The district will use funds to purchase supplementary materials for targeted small group instruction.

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:

PVAAS is not available for K-3, but for Grades 4 and 5 in ELA, PVAAS scores show in 2019 that the 3-year average/2 year average for both Grade 4 and 5 in ELA is well above,

suggesting significant evidence that the district has exceeded the growth standard. In the District Quintile Diagnostic Summary, all students across all five quintiles, including the lowest, second lowest and middle quintile showed either green or blue, suggesting evidence that the group either met or exceeded the growth standard. Students in the lowest quintile showed the greatest growth, showing blue, and suggesting moderate evidence that students in the lowest quintile exceeded the growth standard with 4.1 for grade 4 in ELA, and 2.4 for grade 5 in ELA. Longitudinal local assessment data is collected through the Degrees of Reading Power (DRP), a normed standardized reading assessment. DRP scores tracking historically underperforming subgroups such as free and reduced students or African American students do show a performance gap compared to white or more affluent peers. However, tracking student cohorts from year to year show subgroup students make a year's growth or more on end of year outcomes, with students meeting or exceeding prior year proficiency levels on end of year outcomes. For example, tracking students in Grade 3 in 2018 show 44% proficient, with 44% proficient in Grade 4 in 2019, and 50% proficient in Grade 5 in 2020 in Reading on assessment of end of year outcomes through a beginning of the year baseline pretest. Other longitudinal local measures were interrupted with Covid.

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
Litreacy for All	Reading Specialists	17
Science of Reading	Reading Specialists	17
MTSS Framework--Science of Reading and Math	K-5 teachers	450

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
			Explicit direct instruction in

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Phonics Instruction	Children from Low-Income Families	100	sequential systematic phonics with teacher modeling, ample practice time, corrective feedback and progress monitoring with the most intense intervention for students most in need (increased time, narrowed focus, reduced group size) and selection of resources guided by WWC, Florida Center for Reading Research, and evidence of effectiveness and alignment with the Reading First National Reading Panel Report and Science of Reading. Some students will receive support with LLI as appropriate; others will receive more intensive support through a targeted phonics resource as described above.

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
DIBELS	2x/year	Students will demonstrate growth by moving up a risk level in the prioritized target goal area or meeting or

Tool Used to Evaluate Success	Frequency of Use	Expected Results
		exceeding the mean ROI for the target goal area.
DSA	2x/yr	Growth toward grade level proficiency; reduction of any achievement gaps
District Benchmark Assessments	2x/yr	Academic Growth toward grade level proficiency; reduction of any achievement gaps

**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>	121,220	52%	63,034

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
Summer Programming	Children from Low-Income Families	124	Students grades pre-K-5 participated in summer invention with on reading and mathematics

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			intervention

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

Tool Used to Evaluate Success	Frequency of Use	Expected Results
DIBELS	2X	Academic Growth toward grade level proficiency: reduction of any achievement gaps
Journey's Benchmark Assessment	2x	Academic Growth toward grade level proficiency: reduction of any achievement gaps
Math Benchmark Assessment	2X	Academic Growth toward grade level proficiency: reduction of any achievement gaps

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

Social and Emotional Learning Budget

**Budget**

\$121,220.00

**Allocation**

\$121,220.00

**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)

36,366

Budget Summary

Function	Object	Amount	Description
			<p>The Lower Merion School District will use ESSER funds to develop a district-based Wellness and Crisis Response team. This team will consist of key members from Administration (central and building based), the Student Services Department (psychologists, social workers, counselors, and nurses), and Operations Department. The team will attend specialized trainings centered around social-emotional wellness and school-based crisis response. This team will support each of our district schools</p>

Function	Object	Amount	Description
2000 - SUPPORT SERVICES	600 - Supplies	\$10,366.00	<p>by proactively providing social-emotional strategies to students, staff, and families. Additionally, the team will support school teams by responding to crisis situations (suicides, deaths, natural disasters, etc.). The ESSER funds will be used to cover the cost of materials/resources. The team will acquire essential materials and resources such as training booklets and manuals, books and resources for buildings, and crisis response kits. This team will equip students, educators, and families with valuable social-emotional supports to navigate the various challenges associated with COVID-19 and other unexpected challenges we may face that impact social-emotional wellness and mental health.</p>
			<p>The Lower Merion School District will use ESSER funds to develop a district-based Wellness and Crisis Response team. This team will consist of key members from</p>

Function	Object	Amount	Description
2200 - Staff Support Services	100 - Salaries	\$20,000.00	<p>Administration (central and building based), the Student Services Department (psychologists, social workers, counselors, and nurses), and Operations Department. The team will attend specialized trainings centered around social-emotional wellness and school-based crisis response. This team will support each of our district schools by proactively providing social-emotional strategies to students, staff, and families. Additionally, the team will support school teams by responding to crisis situations (suicides, deaths, natural disasters, etc.). The ESSER funds will be used to cover the cost of summer and after-school planning work sessions. This team will equip students, educators, and families with valuable social-emotional supports to navigate the various challenges associated with COVID-19 and other unexpected challenges we may face that impact social-emotional wellness and mental health.</p>



Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$6,000.00	<p>The Lower Merion School District will use ESSER funds to develop a district-based Wellness and Crisis Response team. This team will consist of key members from Administration (central and building based), the Student Services Department (psychologists, social workers, counselors, and nurses), and Operations Department. The team will attend specialized trainings centered around social-emotional wellness and school-based crisis response. This team will support each of our district schools by proactively providing social-emotional strategies to students, staff, and families. Additionally, the team will support school teams by responding to crisis situations (suicides, deaths, natural disasters, etc.). The ESSER funds will be used to cover the cost of training. The Wellness and Crisis Response team will attend specialized trainings such as the National Association of School Psychologist (NASP) PREPaRE</p>

Function	Object	Amount	Description
			workshops, Comprehensive School Threat Assessment Guidelines (C-STAG), Mental Health First Aid, and other relevant offerings. This team will equip students, educators, and families with valuable social-emotional supports to navigate the various challenges associated with COVID-19 and other unexpected challenges we may face that impact social-emotional wellness and mental health.
		<b>\$36,366.00</b>	

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

Social and Emotional Learning Professional Development Budget

**Budget**

\$121,220.00

**Allocation**

\$121,220.00

**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)

12,122

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$6,122.00	The first steps in supporting emotional wellness with students is to ensure educators feel safe, supported, and secure from a social-emotional standpoint. Educators who have effective tools in managing their own self-care will serve as valuable models in the classroom. Our District will use ESSER funds allocated for professional learning to teach educators self-care and wellness strategies in the school setting that can be utilized by students and themselves. We plan to contract with local experts to lead

Function	Object	Amount	Description
			<p>training sessions on mindfulness, relaxation and stress reduction. Educators will learn how to detect stress and discomfort, identify appropriate strategies to utilize, and assess the effectiveness of the strategy utilized. Additionally, educators will be trained in teaching these tools to students.</p>
<p>2200 - Staff Support Services</p>	<p>300 - Purchased Professional and Technical Services</p>	<p>\$6,000.00</p>	<p>While our district has provided broad training to all staff on trauma informed practices, we will use ESSER funds to continue this work with local experts who can lead advanced workshops specific to educator roles. Classroom educators will benefit from training that helps them identify warning signs and risk factors in the classroom. Additionally, this training will provide classroom educators strategies on how to incorporate trauma sensitive practices within the curriculum. Student Services team members will benefit from training that equips them with counseling and direct support strategies</p>

Function	Object	Amount	Description
			when working with small groups and individuals. Additionally, support staff will benefit from training that helps them identify which students may be exhibiting visible signs of trauma and/or abuse who require additional support.
		<b>\$12,122.00</b>	

**Section: Budget - Reading Improvement Budget**

Reading Improvement Budget

**Budget**

\$121,220.00

**Allocation**

\$121,220.00

**Budget Over(Under) Allocation**

\$0.00

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

9,698

Budget Summary

Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	\$9,698.00	Funds will be used to purchase phonics supplemental materials.
		<b>\$9,698.00</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>	121,220	36,366	12,122	9,698	63,034

**Learning Loss Expenditures**

**Budget**  
 \$121,220.00  
**Allocation**  
 \$121,220.00

**Budget Over(Under) Allocation**  
 \$0.00

Budget Overview

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$63,034.00	Salaries for elmenatary summer SPIES instruction
		<b>\$63,034.00</b>	

**Section: Budget - Budget Summary**

**BUDGET OVERVIEW**

**Budget**  
 \$121,220.00  
**Allocation**  
 \$121,220.00

**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	\$63,034.00	\$0.00	\$0.00	\$0.00	\$0.00	\$9,698.00	\$0.00	\$72,732.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00



	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
<b>Programs</b>								
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	\$10,366.00	\$0.00	\$10,366.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support Services	\$20,000.00	\$0.00	\$18,122.00	\$0.00	\$0.00	\$0.00	\$0.00	\$38,122.00
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$83,034.00	\$0.00	\$18,122.00	\$0.00	\$0.00	\$20,064.00	\$0.00	\$121,220.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$121,220.00

## Section: Narratives - Needs Assessment

### Introduction

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

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

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

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

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

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

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

### Indicators of Impact

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

The set aside money was used to fully fund one summer learning program, iTAS, and partially fund a second summer learning program, SPIES. Individualized Tutoring for Academic Success (iTAS) is a program for invited middle school students who may benefit from additional content

and skill development over the summer. The program, which was an extension of the district One-to-One Tutoring Program, served 55 students entering 7th, 8th, or 9th grade. Students were invited to participate based on achievement data, attendance data, and teacher recommendations. Each student who registered was paired with a certified teacher who worked with learners individually or in small groups of two to three throughout the month of July. Learners were invited based on local assessment data and educator recommendation. Students in the program met 2 of the 3 criteria points, including grade of a D, F, or U, score of a common assessment of less than proficient, extended absences. Teacher/team input was also a deciding factor. SPIES provided summer educational services to students in pre-k-5 who needed additional support in reading, writing, or mathematics at the elementary level. Its goal was to continue to support the mission and vision of LMSD by creating a bridge of learning that extends beyond the traditional school year. Students were recommended through their reading and math support programs and/or participation in the district extended kindergarten program. Economically disadvantaged students were prioritized.

**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	140	SPIES students participated in a pre and post testing using universal screeners and district benchmark assessments.
Children from Low-Income Families	Academic Growth	27	Students in the ITAS program met 2 of the 3 criteria points, including grade of a D, F, or U, score of less than proficient on a common assessment, extended absences. Teacher/team input was also a deciding factor. Those same measures will be monitored to gauge academic achievement and improved attendance.

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

Elementary students who participated in SPIES accessed programs including Words their Way and Digital Literacy Footprint. Middle school students who participated in Individualized

Tutoring for Academic Success (iTAS), were given the opportunity to participate in tutoring session no larger than one to three per group delivered by highly qualified staff. Instruction was delivered in areas of identified gaps as well as pre-teaching in the areas of mathematics and English/reading.

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
24	Internal Provider	Elementary Summer Program Instructor
22	Internal Provider	iTAS tutors



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
DIBELS in SPIES	Pre-test	not sure yet
Cumulative Grades in iTAS	4x/yr	Improved academic achievement
Attendance for students in iTAS	Regular Intervals	Improved attendance
Common Curricular Assessment in iTAS	2-3x/yr	Improved academic achievement

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

There was regular communication with the staff, students and parents during the iTAS program. Parents received weekly updates from the iTAS tutors outlining strengths, areas of challenge, and potential extensions. Further, tutors reported on students engagement, participation, motivation, and interest. The interpersonal connection was an integral part of the success of the program. Families with children who participated in SPIES were provided information about the program and program outcomes as well as strategies for supporting learning at home. Additionally, outreach communications were share opportunities for family engagement through school and community and activity events.

**Section: Budget - Instruction Expenditures**

Instruction Expenditures

**Budget**

\$24,244.00

**Allocation**

\$24,244.00

**Budget Over(Under) Allocation**

\$0.00

Budget Summary

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$9,655.00	Salaries for SPIES instructors
1000 - Instruction	100 - Salaries	\$14,589.00	Salaries for iTAS tutors
		<b>\$24,244.00</b>	



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

Support and Non-Instructional Expenditures

**Budget**

\$24,244.00

**Allocation**

\$24,244.00

---

**Budget Over(Under) Allocation**

\$0.00

Budget Summary

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

**Section: Budget - Budget Summary**  
**BUDGET SUMMARY**

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$24,244.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$24,244.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$24,244.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$24,244.00
<b>Approved Indirect Cost/Operational Rate: 0.0000</b>								<b>\$0.00</b>

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
							Final	\$24,244.00

## Payment Terms, Responsibilities and Contact Information

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

Susan McCrone  
smccrone@pa.gov  
717-783-2193

2. **TERMS OF PAYMENT:**

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

3. **REPORTING:**

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

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

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

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

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

Adjustments”).

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