

<b>Grant Title:</b>	ARP ESSER Learning Loss Set Aside	<b>Total Allocation:</b>	\$351,907.00	<div style="border: 1px solid black; padding: 5px; display: inline-block;">Actions...</div>
<b>Agency:</b>	Penncrest SD	<b>Award Amount:</b>	\$351,907.00	
<b>Project No:</b>	FA-225-21-0327	<b>Awarded Date:</b>		
<b>Type:</b>	Original Application	<b>Awarded Status:</b>		

<b>Workflow Step:</b>	Receipt / Verification
<b>Status:</b>	Completed


## Introduction

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

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

## Percentage of LEA Allocation - Required Activities

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

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

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

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

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

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

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

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

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

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

**\* Indicators of Impact**

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

	Method used to Understand Each Type of Impact

<b>Social and Emotional Learning</b>	PENNCREST collected input from stakeholders and used local universal screening data to determine the impact on Social and Emotional Learning. In addition to the local feedback and data, PENNCREST consulted with local county mental health agencies to determine the extent of referrals for inpatient, out patient, and partial hospitalization referrals in our area.
<b>Professional Development for Social and Emotional Learning</b>	Parkside will provide training on trauma and the impacts of trauma on the students daily functioning. We will offer ACES training as well as targeted professional development including Youth Mental Health First Aide, UKERU, Non-Violent Crisis Prevention.
<b>Reading Remediation and Improvement for Students</b>	Students requiring Reading Remediation will be identified through a variety of data measures including local STAR data, PSSA, and classroom performance. Data will be reviewed at least quarterly to design intervention and progress monitor.
<b>Other Learning Loss</b>	PENNCREST analyzed local assessment data to determine which students to include in programming to address learning loss. We use our STAR assessments in Reading and Math, Mental Health screening data, current grades, and available PSSA data in making the determination. We included students who displayed a deficit greater than 6 months or who were currently failing 2 or more core subject areas.

**\* 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	Social and Emotional Learning	Increased amount of Social and emotional lessons provided, access to in school therapy through contracted out patient therapy providers. A review of screening data throughout the year (2-3 times)
Children from Low-Income Families	Reading Remediation and Improvement	STAR data and classroom performance indicators will be used to measure impacts
Children with Disabilities	Social and Emotional Learning	Increased amount of Social and emotional lessons provided, access to in school therapy through contracted out patient therapy providers. A review of screening data throughout the year (2-3 times)
Children with Disabilities	Reading Remediation and Improvement	STAR data and classroom performance indicators will be used to measure impacts
Children from Low-Income Families	Other Areas of Learning Loss	STAR data and classroom performance indicators will be used to measure impacts
Children with Disabilities	Other Areas of Learning Loss	STAR data and classroom performance indicators will be used to measure impacts

<b>Author</b>	<b>Message</b>	<b>Type</b>	<b>Date</b>
---------------	----------------	-------------	-------------



**Grant Title:**

ARP ESSER Learning Loss Set Aside

**Agency:**

Penncrest SD

**Project No:**

FA-225-21-0327

**Type:**

Original Application

**Total Allocation:**

\$351,907.00

**Award Amount:**

\$351,907.00

**Awarded Date:****Awarded Status:****Workflow Step:**

Receipt / Verification

**Status:**

Completed

[Actions...](#)



**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>	351,907	30%	 105,572

- \* 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.

PENNCREST will utilize our local universal screening data (SRSS and Basc- 3 BESS) to identify strengths and needs. We will also use data from Student Assistance Program (SAP) referrals and inpatient admissions to identify additional needs.

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

Program Activity	Student Group	Type (Universal, Targeted, Intensive)	Number of Students Served
SEL Curriculum K-8		Universal	778

SEL Curriculum K-8	Children with Disabilities	Universal	225
Check and Connect	Children from Low-Income Families	Targeted	300
Check and Connect	Children with Disabilities	Targeted	150
Out Patient Therapy	Children from Low-Income Families	Intensive	150
Out Patient Therapy	Children with Disabilities	Intensive	100
Small Group Interventions	Children from Low-Income Families	Targeted	156
Small Group Interventions	Children with Disabilities	Targeted	78

- \* 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
BASC-3 BESS and SRSS	2-3 times per year	reduction in number of students identified in the elevated or needing intervention status
SAP Referral	2 times	reduction in number of referrals

**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>	351,907	10%	35,191

- \* 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

c. Motivating students that have been disengaged;	250	Teacher	Parkside	External Contractor	Staff will be trained in ACES Adverse childhood experiences
c. Motivating students that have been disengaged;	36	Other	IU 5/PaTTAN	External Contractor	Staff (Teachers, support staff, administrator s) will be trained in Check and Connect
d. Mentoring students who have attendance issues before it becomes a pattern;	30	Teacher	IU 5/Pattan	External Contractor	Staff will be trained in RENEW/Person Centered Planning
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	250	Other	School Psychologists	Internal Staff	Staff will be trained/refreshed on the implementation of the SEL Curriculum
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	100	Teacher	In House Trainers	Internal Staff	Staff will be re certified in CPI, UKERU, YMHA

e. Self-care and mindfulness strategies for teachers;	250	Teacher	Outside Agency	External Contractor	Staff will have training in self care and mindfulness
---	-----	---------	----------------	---------------------	---

- \* 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/post Survey	1 time	knowledge will increase

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

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

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

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

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

	Total LEA Allocation	Multiply by 8% (.08)	Minimum Allocation for Reading Improvement
Minimum 8% Reading	351,907	8%	28,153

- \* 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?

PENNCREST used the local STAR screening data as well as state assessment results to determine the need for addressing learning loss in the area of Reading. The groups that were most in need and demonstrating significant learning loss were those students from low income families and students with disabilities. These sub groups were demonstrating significant (more than a half year of loss).

- \* 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:

CSES low income groups in grades 4 & 5 showed moderate or evidence the group met growth standard for ELA in all performance level groups except Advanced. Grade 6 only met the target for proficient group. CSES students with disabilities group showed moderate or evidence the group met growth standard for ELA in all performance level groups except Proficient and advanced with the exception of grade 6 Basic level group. CSHS low income groups in grades 7 & 8 showed moderate or evidence the group met growth standard for ELA in all performance level groups with enough students to report. CSHS students with disabilities group in grades 7 & 8 showed moderate or evidence the group met growth standard for ELA in all performance level groups with enough students to report. MES low income groups in grade 4 showed moderate or evidence the group met growth standard for ELA in all performance level groups with enough students to report. Grade 5 met the growth standard for the basic level group. MES students with disabilities group showed moderate or evidence the group met growth standard for ELA in all performance level groups with report able data with the exception of grade 6 Basic level group. MHS low income groups in grades 7 & 8 showed moderate or evidence the group met growth standard for ELA in all performance level groups with enough students to report except Grade 8 Basic level group. MHS students with disabilities group in grades 7 & 8 showed evidence the group met growth standard for ELA in all performance level groups with enough students to report. SES ow income groups in grades 4-6 showed moderate or evidence the group met growth standard for ELA in all performance level groups with enough students to report. SES students in grades 5 & 6 with disabilities group showed evidence the group met growth standard for ELA in all performance level groups with report able data with the exception of grade 4 Basic level group. SHS low income groups in grades 7 showed moderate evidence group met growth standard for ELA in all performance level groups with enough students to report except Grade 8 Basic and proficient level groups. SHS students with disabilities group in grades 7 & 8 showed evidence the group met growth standard for ELA in all performance level groups with enough students to report.

- \* 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
READ 180/System 44	Special Education/Title 1 Teachers/Interventionalists	23

Ortin Gillingham	Special Education/Title 1 Teachers/Interventionalists	25
Leveled Literacy Intervention	Special Education/Title 1 Teachers/Interventionalists	22

- \* 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
READ 180	Children from Low-Income Families	100	reading program designed for struggling readers who are reading 2 or more years below grade level. It provides blended learning instruction
READ 180	Children with Disabilities	60	reading program designed for struggling readers who are reading 2 or more years below grade level. It provides blended learning instruction
Lexia Core 5	Children from Low-Income Families	100	nteractive computer on-line program designed for students in preschool through 5th grade. It helps students master foundational reading skills through constant assessment that will guarantee reading success.

Lexia Core 5	Children with Disabilities	50	interactive computer on-line program designed for students in preschool through 5th grade. It helps students master foundational reading skills through constant assessment that will guarantee reading success.
Leveled Literacy Intervention	Children from Low-Income Families	100	a powerful, short-term intervention, that provides daily, intensive, small-group instruction, which supplements classroom literacy teaching. LLI turns struggling readers into successful readers with engaging leveled books and fast-paced, systematically designed lessons.
Leveled Literacy Intervention	Children with Disabilities	100	a powerful, short-term intervention, that provides daily, intensive, small-group instruction, which supplements classroom literacy teaching. LLI turns struggling readers into successful readers with engaging leveled books and fast-paced, systematically designed lessons.


- \* 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
STAR Assessments	3x year	Student growth

**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>	351,907	52%	 182,992

- \* 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



MATH 180	Children from Low-Income Families	100	a revolutionary math intervention program designed to address the needs of struggling students and their teachers equally, building students' confidence with mathematics and accelerating their progress to algebra.
MATH 180	Children with Disabilities	60	a revolutionary math intervention program designed to address the needs of struggling students and their teachers equally, building students' confidence with mathematics and accelerating their progress to algebra.
Credit Recovery	Children from Low-Income Families	100	a wide variety of educational strategies and programs that give high school students who have failed a class the opportunity to redo coursework or retake a course through alternate means—and thereby avoid failure and earn academic credit.

Credit Recovery	Children with Disabilities	30	a wide variety of educational strategies and programs that give high school students who have failed a class the opportunity to redo coursework or retake a course through alternate means—and thereby avoid failure and earn academic credit.
Direct Instruction	Children from Low-Income Families	100	a model for teaching that emphasizes well-developed and carefully planned lessons designed around small learning increments and clearly defined and prescribed teaching tasks.
Direct Instruction	Children with Disabilities	100	a model for teaching that emphasizes well-developed and carefully planned lessons designed around small learning increments and clearly defined and prescribed teaching tasks.

- \* 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

STAR	3x year	more than a year's worth of growth
------	---------	------------------------------------

Author	Message	Type	Date
--------	---------	------	------

**Grant Title:** ARP ESSER  
Learning Loss  
Set Aside  
**Agency:** Penncrest SD  
**Project No:** FA-225-21-  
0327  
**Type:** Original  
Application

**Total Allocation:** \$351,907.00  
**Award Amount:** \$351,907.00  
**Awarded Date:**  
**Awarded Status:**

**Workflow Step:** Receipt  
/  
Verification  
**Status:** Completed

Actions...


#### Social and Emotional Learning Budget

**Budget** \$351,907.00

**Allocation** \$351,907.00

**Budget** \$0.00

**Over(Under)**

**Allocation**

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

# 105,572

#### Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$40,000.00	Salaries for staff to implement the intervention

1100 - REGULAR PROGRAMS - ELEMENTARY / SECONDARY		\$13,200.00	Benefits for staff providing intervention
		\$20,000.00	Purchased services for Mental Health intervention (out patient counseling, Trauma Counseling, etc)
1100 - REGULAR PROGRAMS - ELEMENTARY / SECONDARY	600 - Supplies	\$32,372.00	Supplies for intervention groups. Materials, consumable items, therapy resources, curriculum
		\$105,572.00	

Author	Message	Type	Date

**Grant Title:**

ARP ESSER Learning Loss Set Aside

**Agency:**

Penncrest SD

**Project No:**

FA-225-21-0327

**Type:**

Original Application

**Total Allocation:**

\$351,907.00

**Award Amount:**

\$351,907.00

**Awarded Date:****Awarded Status:****Workflow Step:**

Receipt / Verification

**Status:**

Completed

[Actions...](#)


**Social and Emotional Learning Professional Development Budget****Budget**

\$351,907.00

**Allocation**

\$351,907.00

**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)

# 35,191

### Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY		\$23,578.00	salaries for staff training in MH areas of motivating disengaged students, attendance issues, social emotional support, and self care/mindfulness
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY		\$11,613.00	Benefits for staff training in MH areas of motivating disengaged students, attendance issues, social emotional support, and self
		\$35,191.00	

Author

Message

Type

Date





**Grant Title:**

ARP ESSER Learning Loss Set Aside

**Agency:**

Penncrest SD

**Project No:**

FA-225-21-0327

**Type:**

Original Application

**Total Allocation:**

\$351,907.00

**Award Amount:**

\$351,907.00

**Awarded Date:****Awarded Status:****Workflow Step:**

Receipt / Verification

**Status:**

Completed

[Actions...](#)


**Reading Improvement Budget****Budget**

\$351,907.00

**Allocation**

\$351,907.00

**Budget Over(Under) Allocation**

\$0.00

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

# 28,153

### Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS - ELEMENTARY / SECONDARY	100 - Salaries	\$18,863.00	Salary for staff to provide intervention in Reading
1100 - REGULAR PROGRAMS - ELEMENTARY / SECONDARY	200 - Benefits	\$9,290.00	Benefits for staff providing intervention in reading
		<b>\$28,153.00</b>	

Author

Message

Type

Date

**Grant Title:**

ARP ESSER Learning Loss Set Aside

**Agency:**

Penncrest SD

**Project No:**

FA-225-21-0327

**Type:**

Original Application

**Total Allocation:**

\$351,907.00

**Award Amount:**

\$351,907.00

**Awarded Date:****Awarded Status:****Workflow Step:**

Receipt / Verification

**Status:**

Completed

[Actions...](#)


**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)

						<b>Remaining</b>
--	--	--	--	--	--	------------------

	<b>Total LEA Allocation</b>	<b>30% SEL Budgeted Value</b>	<b>10% SEL PD Budgeted Value</b>	<b>8% Reading Improvement Budgeted Value</b>	<b>Allocation for Other Learning Loss Activities</b>
<b>Other Learning Loss Activities Amount</b>	351,907	105,572	35,191	28,153	182,991

### Learning Loss Expenditures

#### Budget

\$351,907.00

#### Allocation

\$351,907.00

#### Budget Over(Under) Allocation

\$0.00

### Budget Overview

<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY		\$68,000.00	Salaries for staff to provide intervention and attend training
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY		\$20,000.00	Benefits for staff to provide intervention and attend training
	300 - Purchased Professional and Technical Services	\$18,000.00	Costs for purchased credit recovery programs

3100 - Food Services	100 - Salaries	\$10,000.00	salaries for staff to provide and prepare food for students receiving intervention
3100 - Food Services	200 - Benefits	\$3,000.00	Benefits for staff to provide and prepare food for students receiving intervention
2700 - Student Transportation	500 - Other Purchased Services	\$28,000.00	transportation costs for students receiving intervention
1100 - REGULAR PROGRAMS - ELEMENTARY / SECONDARY	600 - Supplies	\$27,991.00	supplies to support intervention, credit recovery, including technology, software, and additional curriculum materials.
3100 - Food Services	600 - Supplies	\$8,000.00	Supplies for food distribution during intervention
		<b>\$182,991.00</b>	

Author	Message	Type	Date

**Grant Title:**

ARP ESSER Learning Loss Set Aside

**Agency:**

Penncrest SD

**Project No:**

FA-225-21-0327

**Type:**

Original Application

**Total Allocation:**

\$351,907.00

**Award Amount:**

\$351,907.00

**Awarded Date:****Awarded Status:****Workflow Step:**

Receipt / Verification

**Status:**

Completed

[Actions...](#)


**BUDGET OVERVIEW****Budget**

\$351,907.00

**Allocation**

\$351,907.00

**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	1
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1100 REGULAR								



Services								
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$160,441.00	\$57,103.00	\$38,000.00	\$0.00	\$28,000.00	\$68,363.00	\$0.00	\$0.00
				Approved Indirect Cost/Operational Rate: 0.0000				
				Final \$				

				^
Author	Message	Type	Date	