

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 schools within the district choose After-School Students based on many points of data which include, PSSAs, Keystones, CDTs, Study Island, Fountas and Pinnell and local assessments. After school tutoring is offered to the students with the most and have no other

academic supports in place. After School tutoring will be given in ELA and Math. At the High Schools, along with the above criteria, students are also selected when in need of credit recovery.

Section: Narratives - Summer School Program Questions

Summer School Program Questions: In this section, LEAs are asked to describe the activities they have designed to provide summer school programming for their students.

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

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
Children from Low-Income Families	Academic Growth	150	Programming used/uses READ180, SAVVAS ELA program K-12, MATH180, Moby Max, Study Island, differentiated instruction, RTI, check for understanding, clear goals.
Children with Disabilities	Academic Growth	65	Programming used/uses READ180, SAVVAS ELA program K-12, MATH180, Moby Max, Study Island, differentiated instruction, RTI, check for understanding, clear goals.

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

ELA instruction will follow the SAVAAS programming K-12 with digital access as well as Moby Max, Study Island, READ180, Wilson. Math students K-8 Moby Max digital format, resources from McGraw Hill, Big Ideas, Study Island, MATH180,

4. Describe the staff that will provide the summer school program (i.e., internal staff or outside resources).

Number of Staff Members	Internal/Outside Provider	Role
30	Internal Provider	District teachers will work with small groups of students



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
Study Island	Beginning and End	Scores will improve
READ180 Reading Inventory	Beginning and End	Scores will improve
MATH180 Inventory	Beginning and End	Scores will improve
Moby Max Assessment - ELA/Math	Beginning and End	Scores will improve

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

Parents will be invited to a hybrid orientation meeting for the Out of School Time (OTS) before sessions begin. During OTS, teachers will reach out to parents at least 1x per week. Progress reports will be sent home at least 1x per session, usually at the end. If the session is longer than 4 weeks, a progress report will go home in the middle of the session as well.

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget
 \$65,971.00
Allocation
 \$65,971.00

Budget Over(Under) Allocation
 \$0.00

Budget Summary

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$30,000.00	Summer school wages
1000 - Instruction	200 - Benefits	\$10,000.00	Summer school benefits
1000 - Instruction	500 - Other Purchased Services	\$15,000.00	Summer school transportation
1000 - Instruction	600 - Supplies	\$10,971.00	Summer school supplies
		\$65,971.00	

Section: Budget - Support and Non-Instructional Expenditures

Support and Non-Instructional Expenditures

Budget
\$65,971.00
Allocation
\$65,971.00

Budget Over(Under) Allocation
\$0.00

Budget Summary

Function	Object	Amount	Description
		\$	
		\$0.00	

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	\$30,000.00	\$10,000.00	\$0.00	\$0.00	\$15,000.00	\$10,971.00	\$0.00	\$65,971.00
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	\$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
Services								
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
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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
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Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
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Needs Assessment: In this section, LEAs are asked to describe the impact of the pandemic on their students, examine disproportionate impacts on specific student groups, and highlight the LEA's promising practices in supporting students' needs since March 2020.

Indicators of Impact

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

The schools within the district choose After-School Students based on many points of data which include, PSSAs, Keystones, CDTs, Study Island, Fountas and Pinnell and local assessments. After school tutoring is offered to the students with the most and have no other academic supports in place. After School tutoring will be given in ELA and Math.

Section: Narratives - After-school Program

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

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

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5. How will the LEA assess the success of the after-school program? Please identify the tool, frequency of use, and expected results.

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Budget Over(Under) Allocation

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	\$30,000.00	\$10,000.00	\$0.00	\$0.00	\$15,000.00	\$10,971.00	\$0.00	\$65,971.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$65,971.00

Section: Narratives - Needs Assessment

Introduction

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

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

Percentage of LEA Allocation - Required Activities

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

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

8% - To address reading remediation and improvement for students

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

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

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

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

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

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

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

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

Indicators of Impact

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

	Method used to Understand Each Type of Impact
Social and Emotional Learning	The District has invited the public, through their website and social media, to engage in a Needs Survey made available to students, parents, teachers, support staff, administrators, School Board members, local business/industry and local community members. Data from the Needs Survey will be used to determine priority needs of the district post Covid.
Professional Development for Social and Emotional Learning	The District has invited the public, through their website and social media, to engage in a Needs Survey made available to students, parents, teachers, support staff, administrators, School Board members, local business/industry and local community members. Data from the Needs Survey will be used to determine priority needs of the district post Covid.
Reading Remediation and Improvement for Students	Data from local and standardized assessments were used to determine the need for Reading Remediation and Improvement for Students. Based on this data, the district hired two interventionists, provides in school interventions, After School and Summer Learning programs, coaching for Literacy teachers, and required resources.
Other Learning Loss	Data from local and standardized assessments were used to determine the need for Reading Remediation and Improvement for Students. Based on this data, student groups, specifically Economically Disadvantaged and Special Education groups were further screened using CDTs, classroom performance, teacher recommendation to determine need. In School Interventions, After School and Summer Learning Programs will be formed around this data.

Documenting Disproportionate Impacts

2. Identify the student groups in the LEA that faced particularly significant impacts from the pandemic in the areas of Social and Emotional Learning, Reading Remediation and Improvement, or any other areas of learning loss that the LEA will address with this funding source. For each, provide specific strategies that were used or will be used to identify and measure impacts.

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Children from Low-Income Families	Other Areas of Learning Loss	Students will be assessed through Benchmark Assessments, CDTs, Reading and Math Inventories, PSSA/Keystones, and other local assessments. Impacts will be measured quarterly through the listed assessments.
Children with Disabilities	Other Areas of Learning Loss	Students will be assessed through Benchmark Assessments, CDTs, Reading and Math Inventories, PSSA/Keystones, and other local assessments. Impacts will be measured quarterly through the listed assessments.

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
Minimum 30% SEL Requirement	329,853	30%	98,956

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

The district uses the program Second Step as a screening tool for social and emotional needs of students K-12. The district will use Safe to Say and Gaggle data to determine the concerns in the learning environment. The district will also utilize Homeless data that has increased in the past two years.

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
Hire additional School Psychologist for additional student report	Children from Low-Income Families	Universal	1,800
Hire additional School Psychologist for additional student report	Children with Disabilities	Universal	1,800
School Based Prevention Specialist	Children with Disabilities	Targeted	38
School Based Prevention Specialist	Children from Low-Income Families	Targeted	38

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 Screeners, Academic data, Attendance, Anecdotal records with family	quarterly	Students utilizing the Psychologist and the School Based Prevention Specialist will show improvement in attendance, academic data, and final screeners.

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
Minimum 10% SEL PD Requirement	329,853	10%	32,985

8. Describe the planned professional development activities and how the activity will ensure that teachers/staff are equipped with training/support on the following:

- Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;
- Identifying signs of possible mental health issues and providing culturally relevant support;
- Motivating students that have been disengaged;
- Mentoring students who have attendance issues before it becomes a pattern;
- Self-care and mindfulness strategies for teachers;
- Engaging and communicating effectively with parents;
- Working with community agencies to address non-academic needs.

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other)	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	110	Teacher	Allegheny IU3	External Contractor	Train and implement Restorative Justice at Conneaut Area High School and Middle Schools
e. Self-care and mindfulness strategies for teachers;	154	Teacher	Health experts from local agencies	External Contractor	Various Self-care and Health Awareness activities and speakers from

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 community
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	30	Support Staff	Allegheny IU3	External Contractor	Train and implement Restorative Justice at Conneaut Area High School and Middle Schools
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	4	Counselor	Allegheny IU3	External Contractor	Train and implement Restorative Justice at Conneaut Area High School and Middle Schools
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	10	Admin	Allegheny IU3	External Contractor	Train and implement Restorative Justice at Conneaut Area High School and Middle Schools

9. How will the LEA assess the success of the SEL professional development? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Tools are imbedded in the Restorative Justice program as well as data focused on discipline, drop out rates, outside referrals, attendance, academic performance	quarterly	lower discipline referrals, altercations among students, dropout rates, referrals. higher attendance, graduation rates, academic performance

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 Improvement Requirement	329,853	8%	26,388

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?

Study Island Benchmarks, Moby Max, STAR Reading, READ180 Reading Inventory are all points of data used in determining the need to address learning loss in the are of reading. This evidence was seen in Children from Low Income Families and in Students with Disabilities.

12. Does your data indicate that at-risk readers are making at least a year's worth of growth or more in one school year? *Please consider both state PVAAS data and local assessment data

No

Please explain:

PVAAS and local assessment show that these particular groups of students were have not been making a year's worth of growth or more in the past school year.

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
ELA Standards and Instruction	K-12/Special Education	40
LeTTERS	K-4	10

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
			READ180 is an evidence based program that help students build their fluency and comprehension skills. Research-based instructional routines

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
READ180	Children from Low-Income Families	70	provide various levels of support, promoting consistent, effective instruction while actively involving students in the learning process. Key to that process is enabling teachers to differentiate support and to gradually decrease reading scaffolds as students become proficient.

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
READ180 Reading Inventory	quarterly	Increased Lexiles

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
52% Other Learning Loss	329,853	52%	171,524

	Total LEA Allocation	Multiply by 52% (.52)	Maximum Allocation for Other Learning Loss Activities
Activities			

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
Interventionists	Children from Low-Income Families	150	The district will employ two K-8 interventionists that will work with student in small group, evidenced based instruction

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
READ180/MATH180 Inventory	quarterly	Overall improvement in students Reading and Math Inventories
Study Island Benchamarks	3x per year	At least one year's growth between the BOY and EOY data.

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

\$329,853.00

Allocation

\$329,853.00

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)

98,955

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$38,955.00	Professional services - mental health liaison
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$60,000.00	Professional services - additional school psychologist (contracted)
		\$98,955.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$329,853.00

Allocation

\$329,853.00

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)

32,985

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	100 - Salaries	\$5,000.00	Wages relating to professional development
2200 - Staff Support Services	200 - Benefits	\$2,000.00	Benefits relating to professional development
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$25,985.00	Professional development services
		\$32,985.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$329,853.00

Allocation

\$329,853.00

Budget Over(Under) Allocation

\$0.00

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

26,388

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$26,388.00	Read 180 licensing and supplies
		\$26,388.00	

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
Other Learning Loss Activities Amount	329,853	98,955	32,985	26,388	171,525

Learning Loss Expenditures

Budget

\$329,853.00

Allocation

\$329,853.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$120,000.00	Wages - Interventionists
1100 - REGULAR			

Function	Object	Amount	Description
PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$51,525.00	Benefits - Interventionists
		\$171,525.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

\$329,853.00

Allocation

\$329,853.00

Budget Over(Under) Allocation

\$0.00

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$120,000.00	\$51,525.00	\$0.00	\$0.00	\$0.00	\$26,388.00	\$0.00	\$197,913.00
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								

	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
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	\$98,955.00	\$0.00	\$0.00	\$0.00	\$0.00	\$98,955.00
2200 Staff Support Services	\$5,000.00	\$2,000.00	\$25,985.00	\$0.00	\$0.00	\$0.00	\$0.00	\$32,985.00
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

	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
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
	\$125,000.00	\$53,525.00	\$124,940.00	\$0.00	\$0.00	\$26,388.00	\$0.00	\$329,853.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$329,853.00

Section: Narratives - Assessing Impacts and Needs

LEA ARP ESSER APPLICATION

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

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

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

Section I: Assessing Impacts and Needs

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

Indicators of Impact

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

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

	Methods Used to Understand Each Type of Impact
Academic Impact of Lost Instructional Time	Progress monitoring of students with IEPs. Local Assessments K-2 for ELA and Math. Universal Assessments 5-12 for ELA and Math. CDTs in ELA, math and science in grades 3-11. Subject and course pre-assessments to determine what prerequisite and foundational learning may be missing in order to be successful. Use of PBIS Data and progress monitoring. Systematic interventions using research based strategies.
Chronic Absenteeism	Progress monitoring of students with IEPs. Local Assessments K-2 for ELA and Math. Universal Assessments 5-12 for ELA and Math. CDTs in ELA, math and science in grades 3-11. Subject and course pre-assessments to determine what prerequisite and foundational learning may be missing in order to be successful. Use of PBIS Data and progress monitoring. Systematic interventions using research based strategies. Frequent assessments to determine students' needs, followed by targeted interventions and small groups instruction. School counselor and/or mental health liaison, academic interventionist support and intervention.
Student Engagement	Counselor and teacher observations and check-ins. Absences/tardies - use eSchool and/or EdInsight Dashboard to identify at-risk students in terms of grades, absences, tardies and discipline. Utilize nurse's data to identify students who frequently visit the health room. When? Why?
Social-emotional Well-being	Counselor and teacher observations and check-ins. Enhanced efforts to get to know students at a deeper level to determine potential needs. Small group counseling groups. Outside service providing individual therapy and counseling on site.
Other Indicators	Utilize PBIS strategies to address school-wide behaviors.

Documenting Disproportionate Impacts

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

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
	Surveys of our students families revealed that a number of our students needed help in obtaining wifi and computer technology. These students were provided with necessary access to technology. Counselors, administrators and teachers maintained close contact with families to

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Students from low-income families	determine level of physical, financial and emotional needs. Assessed students in ELA and math final quarter to measure loss. Students were invited to summer programs and materials included progress monitoring tools to measure growth. SEL was also part of the students' days and teachers were able to assess and address emotional needs. All of the summer data will be used to inform the 2021-22 school year. Providing transportation to/from summer programs for a all during summer session. Breakfast and lunch were also provided for all attending summer session.
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	We implemented programming to support learners, specifically to give students with complex learning needs meaningful access to the general education curriculum while working remotely. We utilized data collection from pre-COVID to post COVID to determine skill loss and continue to monitor progress data as well as teacher observation and classroom data collection. Providing transportatoin to/from summer programs for all students during summer session
English learners	Surveys of our students' families revealed that a number of our students needed help in obtaining wifi and computer technology. These students were provided with access to necessary technology. Commuicating with our EL families proved to be challenging. Synchronous learning was offered for the EL population with translation options accessible by our EL teacher. Providing transportation to/from summer session for all students during summer enrichment.

Reflecting on Local Strategies

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

	Strategy Description
	School counselor, mental health liaison, instructional interventionists, student

	Strategy Description
Strategy #1	support specialists check ins. Shared resources/connections to outside agencies with families and students to re-engage with the school.

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

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

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

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

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

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

Reflecting on Local Strategies: Strategy #2

	Strategy Description
Strategy #2	Personalized graduation plans for students at-risk of not graduating. Summer programs to address learning loss. High School: Credit Recovery via Edmentum. Middle School: Exact Path in ELA and Math, including ESY. Elementary: Snappet for Math, Moby Math - all subject, SeeSaw.

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

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

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

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

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

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

Reflecting on Local Strategies: Strategy #3

	Strategy Description
Strategy #3	

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

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

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

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

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

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

Section: Narratives - Engaging Stakeholders in Plan Development

Section II: Engaging Stakeholders in Plan Development

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

4. Stakeholder Engagement

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

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

Input was gathered from a variety of stakeholder groups: administrative team, instructional specialists, in-house cyber teachers, parent representatives from each building, students 3-12 through and our School Board. The planning team of departments supervisors of all administrative functions met to develop new instructional programs and to develop budgetary needs. Instructional programs were developed in partnership with teacher input. Community input through the elected school board was instrumental in developing the final budget.

5. Use of Stakeholder Input

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

Input from community members (ex. Board members) shaped budgetary direction and teachers helped to shape the educational programs being provided. The size of programs was then shaped by the actual student enrollment. Input from the various groups informed how best to spend the funds: purchases of devices, software to enhance the student experience during distance learning, intervention programs and materials, facility needs, cleaning and sanitizing supplies, tutoring and CAOLA teacher support for students, development of the District Cyber Academy 5-12, after school programming, and summer school programming costs including salaries, transportation, meals, cost of credit recovery,

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

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

Project #: 223-21-0098
Agency: Conneaut SD
AUN: 105201033
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

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

The development of the spending plan was done in concert with the development of the annual budget process to help ensure the District would not create a funding cliff at the end of the three years ARP funds are available. Once submitted, the budget will be made available on the District's website.

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

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

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

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

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

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

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

The response must include:

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

a. Use of Data Team in K- 8 provides for regular analysis of student growth. Students move through the tiers of remediation based on their level of need. As need increases, so does the amount of time the student receives. All of the interventions used are research based and a variety of interventions are based on skill deficit. Intervention tools have progress monitoring built into them. K-8 math and ELA teachers will use Moby Max as a way to address generalized learning loss evident via assessment. After school small group tutoring in ELA and Math will be available for K-12 student demonstrating need. All teachers will utilize the rotational model in the classroom with regular formative assessment. As students in K-8 demonstrate learning loss during the year, the teacher will work with Reading Specialists and the Instructional Interventionist to pinpoint specific skills to remediate while the remainder of the class is working on application of skill, collaborative projects or programs that personalize a path or offer practice on grade level skills. b. ELs, ED and students with IEPs will receive support in classrooms via small group instruction. ELs and students with IEPs will have direct instruction outside of the classroom as defined in the IEP or personal learning plan for EL. After school tutoring will be accessible because we will address any barriers that would prevent a student from attending. Providing free transportation for all students attending the summer session is a key factor in addressing the needs of student groups most disproportionately impacted. Enrollment increased in programs historically run in the district. c. Students who struggled during the 2019-2020, 2020-2021 school year were invited Summer School, After School Tutoring based on their grade level for the summer session of 2021 and will again be invited in the summer of 2022. Tier 1 instruction for all students informed by assessments. Tier 2 and 3 interventions in grades K-8. After school small group tutoring in ELA and math as needed based on assessment data. Asynchronous learning for all students in K-12 as well as teacher assigned asynchronous work.

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

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

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

a. ARP ESSER funds will be used to provide or allow the continued employment of classroom teachers, interventionists, behavior and instructional specialists, psychologists throughout the district. b. ARP ESSER funds will be used to provide or allow the continued employment of

classroom teachers, interventionists, behavior and instructional specialists, psychologists throughout the district.c. ARP ESSER funds will be used to maintain the mitigation strategies.d. ARP ESSER funds will be used to maintain the mitigation strategies.

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

Please verify consultation of the [Evidence Resource Center](#) in developing the LEA Plan for the Use of ARP ESSER Funds and provide a justification for any intervention that is not supported by tier 1, 2, 3, or 4 evidence. If the LEA does not include a school with a CSI or ATSI designation, indicate “Not Applicable.” **(3,000 characters max)**

Building and district administration consulted and thoroughly reviewed the Evidence Resource center. Further, Conneaut School District interventions are supported by Tier 1, 2, 3 and 4 evidence.

10. 20% Reservation Calculation

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

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

	ARP ESSER Allocation	Reservation Requirement	Reservation Amount (calculated on save)
20 Percent Reservation	5,941,579	20%	1,188,316

Section: Narratives - Monitoring and Measuring Progress

Section IV: Monitoring and Measuring Progress

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

11. Capacity for Data Collection and Reporting

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

	Data Collection and Analysis Plan (including plan to disaggregate data)
Student learning, including academic impact of lost instructional time during the COVID-19 pandemic	Progress monitoring of students with IEP goals compared to pre COVID benchmarks Universal Assessments K-12 for ELA and Math. Local Assessments K-2 for ELA and Math. Universal Assessments 5-12 for ELA and Math. CDTs in ELA, math and science in grades 3-11. Subject and course pre and post assessments to determine what prerequisite and foundational skills may be missing. Benchmarking three times a year in grades 5-11 utilizing common assessment, progress on learning goals, and progress monitoring for intervention programs in place. CDT tests in ELA, Math and Science in grades 3-22 three times a year Use of MTSS/PBIS Data and progress monitoring.
Opportunity to learn measures (see help text)	Summer programs and opportunities, number of students in attendance, credits earned for all students informed by assessments. After school small group tutoring in ELA, Math and Science as needed based on assessment data.
Jobs created and retained (by number of FTEs and position type) (see help text)	2 Interventionist positions were created and funded through this grant (FTE=2). In addition, this funding allows for the retaining of 15 special education teachers and 13 special education aides (FTE=25.4)
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	Progress reporting will continue with students who have IEPs during the summer session and ESY programs. High School: Credit recovery via Edmentum. Middle School: Exact Path. Elementary School: Moby Max and SeeSaw.

Section: Narratives - ARP ESSER Assurances

ARP ESSER Fund Assurances

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



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



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

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



The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals

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



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



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



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



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



The LEA will comply with all ARP Act and other ARP ESSER requirements, including but not limited to complying with the maintenance of equity provisions in section 2004(c) of the ARP Act. Under Maintenance of Equity, per-pupil funding from state and local sources and staffing levels for *high poverty schools* may not be decreased by an amount that exceeds LEA-wide reductions in per-pupil funding and staffing levels for *all schools* served by the LEA¹. High poverty schools are

the 25 percent of schools serving the highest percent of economically disadvantaged students in the LEA as measured by information LEAs submitted in PIMS that includes individual student data and identifying if the student meets economically disadvantaged criteria. This data is used to calculate school poverty percentages . Note: An LEA is exempt from the Maintenance of Equity requirement if the LEA has a total enrollment of fewer than 1,000 students, operates a single school, serves all students in each grade span in a single school, or demonstrates an exceptional or uncontrollable circumstance, as determined by the United States Secretary of Education.

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



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



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



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



The LEA's Health and Safety Plan will include (1) how the LEA will, to the greatest extent practicable, support prevention and mitigation policies in line with the most up-to-date guidance

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



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



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



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

Section: Narratives - LEA Health and Safety Plan Upload

LEA HEALTH AND SAFETY PLAN

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

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

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$5,941,579.00

Allocation

\$5,941,579.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$105,000.00	Wages - Summer School Programs in 21-22, 22-23, 23-24, 24-25 school years
1000 - Instruction	200 - Benefits	\$45,000.00	Benefits - Summer School Programs in 21-22, 22-23, 23-24, 24-25 school years
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$180,000.00	Wages - After school programs in 21-22, 22-23, 23-24 school years
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$120,000.00	Benefits - After School Programs in 21-22, 22-23, 23-24 school years
1400 - Other Instructional Programs – Elementary / Secondary	500 - Other Purchased Services	\$30,000.00	Transportation - After School Programs in 21-22, 22-23, 23-24 school years

Project #: 223-21-0098
Agency: Conneaut SD
AUN: 105201033
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	\$10,000.00	Supplies - After School Programs in 21-22, 22-23, 23-24 school years
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$29,226.00	K-12 Assessment Software
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$573,862.75	Wages - Reading/math interventionists in 21-22, 22-23, 23-24 school years
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$366,895.85	Benefits - Reading/math interventionists in 21-22, 22-23, 23-24 school years
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$200,000.00	ESY in 21-22, 22-23, 23-24, 24-25 school years
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	\$100,000.00	Transportation - ESY in 21-22, 22-23, 23-24, 24-25 school years
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$104,601.56	Classroom COVID mitigation supplies/PPE
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$1,093,719.40	Wages - special education teachers in 21-22 school year

Project #: 223-21-0098
Agency: Conneaut SD
AUN: 105201033
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$699,263.23	Benefits - special education teachers in 21-22 school year
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$1,026,241.09	Wages - special education teachers in 22-23 school year
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$656,121.36	Benefits - special education teachers in 22-23 school year
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$367,005.13	Wages - CSD cyber academy, 23-24 SY
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$234,642.63	Benefits - CSD cyber academy, 23-24 SY
		\$5,941,579.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$5,941,579.00

Allocation

\$5,941,579.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
		\$	
		\$0.00	

**Project #: 223-21-0098
Agency: Conneaut SD
AUN: 105201033
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

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	\$45,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$45,000.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$1,045,867.88	\$601,538.48	\$0.00	\$0.00	\$0.00	\$133,827.56	\$0.00	\$1,781,233.92
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$2,119,960.49	\$1,355,384.59	\$200,000.00	\$0.00	\$100,000.00	\$0.00	\$0.00	\$3,775,345.08
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	\$180,000.00	\$120,000.00	\$0.00	\$0.00	\$30,000.00	\$10,000.00	\$0.00	\$340,000.00
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

Project #: 223-21-0098
Agency: Conneaut SD
AUN: 105201033
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

	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
	\$3,345,828.37	\$2,121,923.07	\$200,000.00	\$0.00	\$130,000.00	\$143,827.56	\$0.00	\$5,941,579.00
	Approved Indirect Cost/Operational Rate: 0.0000							\$0.00

Project #: 223-21-0098
Agency: Conneaut SD
AUN: 105201033
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

	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	\$5,941,579.00

Section: Narratives - Building Information

School Building Name

Please enter the school building information in the table below for each A-TSI designated School that will be included in this application.

School Building Name	4 Digit Building Number
Conneaut Area Senior High	8224

Section: Narratives - Assessing Impacts and Needs

SCHOOLS DESIGNATED A-TSI ARP ESSER APPLICATION

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

Like Comprehensive Support and Improvement (CSI) schools, Additional Targeted Support and Improvement (A-TSI) schools are designated every three years, when one or more student groups in a school perform below the CSI thresholds for academic proficiency, academic growth, and at least one additional indicator. Also consistent with CSI determinations, any school in which the combined four- and five-year adjusted cohort graduation rate for one or more student groups is 67 percent or below will be designated for A-TSI.

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

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

Section I: Assessing Impacts and Needs

In this first section, A-TSI designated Schools are asked to describe the impact of the pandemic on their students, examine disproportionate impacts on specific student groups, and highlight the A-TSI designated School'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 A-TSI designated School has identified or will identify the extent of the impact of the COVID-19 pandemic on student learning and well-being. Specifically, what methods (i.e., collecting and analyzing data and information from focus groups, surveys, and local assessment results) were used or will be used to identify and measure impacts in four key areas: (1) Academic impact of lost instructional time, (2) Chronic absenteeism, (3) Student engagement, and (4) Social-emotional well-being?

Academic Impact of Lost Instructional Time

School Building Name	Methods Used to Understand Each Type of Impact
Conneaut Area Senior High	Progress monitoring of students with IEPs. Local Assessments 9-12 for ELA and Math. Universal Assessments 9-12 for ELA and Math. CDTs in ELA, math and science in grades 9-11. Subject and course pre-assessments to determine what prerequisite and foundational learning may be missing in order to be successful. Systematic interventions using research based strategies.

Chronic Absenteeism

School Building Name	Methods Used to Understand Each Type of Impact
Conneaut Area Senior High	Progress monitoring of students with IEPs. Local Assessments 9-12 for ELA and Math. Universal Assessments 9-12 for ELA and Math. CDTs in ELA, math and science in grades 9-11. Subject and course pre-assessments to determine what prerequisite and foundational learning may be missing in order to be successful. Use of PBIS Data and progress monitoring. Systematic interventions using research based strategies. Frequent assessments to determine students' needs, followed by targeted interventions and small groups instruction. School counselor and/or mental health liaison support and intervention.

Social-emotional Well-being

School Building Name	Method Used to Understand Each Type of Impact
Conneaut Area Senior High	Counselor and teacher observations and check-ins. Absences/tardies - use eSchool and/or EdInsight Dashboard to identify at-risk students in terms of grades, absences, tardies and discipline. Utilize nurse's data to identify students who frequently visit the health room. When? Why?

Student Engagement

School Building Name	Method Used to Understand Each Type of Impact
Conneaut Area Senior High	Counselor and teacher observations and check-ins Enhanced efforts to get to know students at a deeper level to determine potential needs. Small group counseling groups. Outside service providing individual therapy and counseling on site.

Other Indicators

School Building Name	Methods Used to Understand Each Type of Impact
Conneaut Area Senior High	Utilize Student Assistance (SAP) reports to discover and address school-wide behaviors.

Documenting Disproportionate Impacts

2. Identify the **student** groups in the A-TSI designated School that faced particularly significant impacts from the pandemic. Note that the student group(s) for which the school was designated A-TSI should be included in this listing. For each student group, provide specific strategies that were used or will be used to identify and measure impacts. This table can be completed for each A-TSI designated School included in this application.

School Building Name	Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
		We implemented strategies to support learners specifically to give students with complex learning needs meaningful access

School Building Name	Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Conneaut Area Senior High	Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	to the general education curriculum while working remotely. We utilized data collection from pre-COVID to post COVID to determine skill loss and continue to monitor progress data as well as teacher observation and class data collection. Provided transportatoin to/from summer programs for all students during summer session

Reflecting on Local Strategies

3. Provide the A-TSI designated School's assessment strategy that has been most effective in supporting the needs of students, in particular specific student groups most impacted by the COVID-19 pandemic. Strategies two and three below are optional.

Strategy #1

School Building Name	Strategy Description
Conneaut Area Senior High	School counselor, mental health liaison, instructional interventionists, student support specialist check ins and shared resources/connections with outside agencies with families and students to re-engage with the school.

i. **Impacts that Strategy #1 best addresses:** (Select 'School Building Name', and check all that apply)

School Building Name	Academic Impact of Lost Instructional Time	Chronic Absenteeism	Student Engagement	Social-emotional Well-being	Other Impact	If 'Other' please describe:
Conneaut Area Senior High	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

School Building Name	Academic Impact of Lost Instructional Time	Chronic Absenteeism	Student Engagement	Social-emotional Well-being	Other Impact	If 'Other' please describe:
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ii. Student group(s) that Strategy #1 most effectively supports: (select all that apply)

School Building Name	Students from each racial or ethnic group	Students from low-income families	Gender	English Learners	Children with disabilities	Students experiencing homelessness	Children and youth in foster care	Migrant students	Other student groups	Please describe 'Other student groups'
Conneaut Area Senior High	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Strategy #2 (this strategy is optional)

School Building Name	Strategy Description
Conneaut Area Senior High	Personalized graduation plans for students at-risk of not graduating. Summer programs to address learning loss. High School: Credit Recovery via Edmentum.

i. Impacts that Strategy #2 best addresses: (Select 'School Building Name', and check all that apply)

School Building Name	Academic Impact of Lost Instructional Time	Chronic Absenteeism	Student Engagement	Social-emotional Well-being	Other Impact	If 'Other' please describe:
Conneaut Area Senior High	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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

Students									

School Building Name	from each racial or ethnic group	Students from low-income families	Gender	English Learners	Children with disabilities	Students experiencing homelessness	Children and youth in foster care	Migrant students	Other student groups	Please describe 'Other student groups'
Conneaut Area Senior High	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Strategy #3 (this strategy is optional)

School Building Name	Strategy Description
Conneaut Area Senior High	Coteaching in core subject areas

i. Impacts that Strategy #3 best addresses: (Select 'School Building Name', and check all that apply)

School Building Name	Academic Impact of Lost Instructional Time	Chronic Absenteeism	Student Engagement	Social-emotional Well-being	Other Impact	If 'Other' please describe:
Conneaut Area Senior High	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

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

School Building Name	Students from each racial or ethnic group	Students from low-income families	Gender	English Learners	Children with disabilities	Students experiencing homelessness	Children and youth in foster care	Migrant students	Other student groups	Please describe 'Other student groups'
Conneaut Area Senior High	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Section: Narratives - Engaging Stakeholders in Plan Development

Section II: Engaging Stakeholders in Plan Development

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

4. Stakeholder Engagement

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

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

School Building Name	Stakeholder Engagement
Conneaut Area Senior High	Input was gathered from a variety of stakeholder groups: administrative team, instructional specialists, in-house cyber teachers, parent, students 9-12 through and our School Board. The planning team of regular education and special education teachers met to develop instructional deliveries and to develop budgetary needs.

5. Use of Stakeholder Input

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

School Building Name	Use of Stakeholder Input
Conneaut Area Senior High	Input from the High School community shaped budgetary direction. Teachers helped to shape the educational programs being provided. The size of programs was then shaped by the actual student enrollment. Input from the various groups informed how best to spend the funds: teacher support for

School Building Name	Use of Stakeholder Input
	students, after school programming, and summer school programming costs including salaries, transportation, cost of credit recovery,

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

Describe the process for development, approval, and making public the Plan for the Use of A-TSI designated School ARP ESSER Funds. The Plan for the Use of ARP ESSER Funds must be made publicly available on the LEA website and submitted to PDE within 90 days of LEA receipt of ARP ESSER funding, must be written in a language that parents/caregivers can understand, and must be provided in alternate format upon request by a parent/caregiver who is an individual with a disability. **(3,000 characters max)**

School Building Name	Public Access
Conneaut Area Senior High	The development of the spending plan was done in concert with the development of the annual budget process to help ensure the District would not create a funding cliff at the end of the three years ARP funds are available. Once submitted, the budget will be made available on the school's website.

Section: Narratives - Plan for ARP ESSER Funds

Section III: Plan for ARP ESSER Funds

In this third section, A-TSI designated Schools are asked to reflect on both the impacts and needs described in Section I and stakeholder engagement described in Section II to provide a description of the plan for the use of ARP ESSER funds to address the impact of lost instructional time as required by section 2001(e)(1) of the ARP Act.

7. Plan for Funds

How will the A-TSI designated School spend its remaining ARP ESSER funds including as outlined in the fields below?

1. Continuity of Services: How will the A-TSI designated School use ARP ESSER funds to sustain services to address students’ academic needs; students’ and staff social, emotional, and mental health needs; and student nutrition and food services?
2. Access to Instruction: How will the A-TSI designated School use ARP ESSER funds to support the goals of increasing opportunity to learn and equity in instructional delivery? Consider regular attendance/chronic absenteeism data from the 2020-21 school year, including data disaggregated by student groups, in developing the response.
3. Mitigation Strategies: How will the A-TSI designated School use ARP ESSER funds to support prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities and transportation services to effectively maintain the health and safety of students, educators, and other staff?
4. Staff Recruitment, Support, and Retention: How will the A-TSI designated School use ARP-ESSER funds to maintain staff and provide professional training and/or improve working conditions for staff?
5. Other, i.e. Summer school, extended day

School Building Name	Use of Funds	Plan for Funds
Conneaut Area Senior High	Staffing	A Special Education teacher will be hired to create more opportunities for co-teaching for regular and special education students.

Section: Narratives - Monitoring and Measuring Progress

Section IV: Monitoring and Measuring Progress

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

8. Capacity for Data Collection and Reporting

A-TSI designated Schools must continuously monitor progress and adjust strategies as needed. Describe the School’s capacity and strategy to collect and analyze data (disaggregated by student group, where applicable), for each of the following measures:

Student learning, including academic impact of lost instructional time during the COVID-19 pandemic

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
Conneaut Area Senior High	Teachers in tested subject areas will administer CDTs 3 times per year. Those teachers will be offered time to both collect and analyze CDT data in order to target instruction. Co-teaching partnerships will be closely monitored in the classroom environment y administration by conducting informal walk-throughs as well as by scheduling formal observations during co-taught classes. Items considered will be Domain 1: items related to planning within a co-teaching partnership, Domain 2: Items related to the classroom environment, created in partnership between regular education teachers and the co-teacher, and Domain 3: Items related to the observed instructional practice within the chosen co-teaching model being implemented during that observation

Opportunity to learn measures (see help text)

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
Conneaut Area Senior High	Student attendance data will be monitored throughout the school year to determine trends, areas of improvement, areas of need, and students in need of intervention. Teachers will be offered the opportunity to receive further PD on the CDT data

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
	management system by the IU.

Jobs created and retained (by number of FTEs and position type) (see help text)

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
Conneaut Area Senior High	One newly created FTE Special Education Teacher will be hired

Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
Conneaut Area Senior High	Afterschool and summer programming will be offered to students based on data collected throughout the 21/22 SY at Conneaut Area High School

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$44,963.00

Allocation

\$44,963.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

School Building Name	Function	Object	Amount	Description
Conneaut Area Senior High	1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$44,963.00	Salary for 1 FTE Learning Support Teacher
			\$44,963.00	

Section: Budget - Support and Non-Instruction Expenditures

BUDGET OVERVIEW

Budget

\$44,963.00

Allocation

\$44,963.00

Budget Over(Under) Allocation

\$0.00

SUPPORT AND NON-INSTRUCTION EXPENDITURES

School Building Name	Function	Object	Amount	Description
			\$	
			\$0.00	

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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$44,963.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$44,963.00
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
2300 SUPPORT SERVICES – ADMINISTRATION	\$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
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
	\$44,963.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$44,963.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$44,963.00