

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	<p>The district will assess students and will continue to track improvement by reviewing quarterly learning reports and continued periodic assessment using adaptive learning apps. These assessments will determine which interventions students need to help them stay on track. The district designed its continuity of education plan to provide equitable access to learning for all students. The district distributed devices for all students to complete school work and participate in lessons remotely. Students will continue to use these devices to access academic applications as needed depending on their learning location. Students also have access to computer assisted technology, such as Eureka Math, Imagine Math, Study Island, Nearpod, Edgenuity, Science Fusion and Great Minds programming as well as curriculum-aligned public television programming. The district continues to use these tools as well as guidelines and resources provided by the PA Department of Education to continue to provide high-quality educational opportunities for all students as they continue to learn remotely or in school buildings. The district will provide academic acceleration opportunities after school for students who need additional support. The district will also provide additional special education supports and English language supports for English language learners. Reading Remediation and Improvement - Various assessments will be used to monitor student growth and achievement throughout the year. Data from Acadience for grades K-2 and Star Assessments for grades 3-8 will be administered at the beginning of the year, middle of the year and end of the year. Grades K-2 will use Acadience. At the secondary level, students will be tested using the CDT. All grade levels (K-12) will take the WIDA Exam. At the high school level, pass rates will be examined quarterly. Various assessments will be used to monitor student progress towards his or her IEP goals. Imagine Learning and iLit were used to diagnose skill deficits and language needs for our English Learners. Depending on a student's language proficiency level, he or she might also take Acadience for grades K-2 and Star Assessments for grades 3-8. These would be administered at the beginning of the year, middle of the year and end of the year. Similarly to reading instruction, various assessments will be used to monitor student growth and achievement in math throughout the year. Data from Acadience for grades K-2, Star Assessments for grades 3-8 as well as Imagine Math for grades K-9 will be administered at the beginning of the year, middle of the year and end of the year. At the high school level, pass rates will be examined quarterly. In grades K-2, students are not making gains in reading. In grades 3-8, STAR indicates low student growth percentiles in all grade levels across the district. For grades 9-12, the CDT indicates lower achievement than in 2018-2019, but not significantly. According to PVAAS using 2019 data (pre-pandemic), Grades 6 and 8 were well above and above in math. Grades 7 was meets in math. However, grades 4 and 5 were below in math. For reading, grades 7 and 8 were well above; grades 4 and 5 were above; and grade 5 was well below. The post-pandemic data indicates that most student groups are not making the gains needed to close the gap in the area of reading within the school district. As measured by Acadience in the Fall of 2021, 12% were on target for the beginning of kindergarten. All other grade levels showed a</p>

	Methods Used to Understand Each Type of Impact
	<p>decline in performance from the beginning of the 20-21 school year to the end of the 20-21 school year. Both reading and math data from STAR assessments show similar trends. Reading data decreased by 4% between 5th and 8th grade, while math data dropped 2% between 5th and 8th grade.</p>
Chronic Absenteeism	<p>Building teams are tracking chronic absenteeism through either the OnHands database or PowerSchool. Each building then implements the interventions based on their absence plans which include but are not limited to the following: a teacher call home, a SAIP meeting with the guidance counselor, and a referral to a social worker. When a student has been identified as chronically absent, buildings throughout the district have just started to implement a Check and Connect system through PA Counseling which works with families to identify strategies to address the barriers to attending school. There is a 5% decrease in average daily attendance from 4th grade to 5th grade. Current 4th graders have an 89% daily attendance while current 5th graders have an average daily attendance of 84%. Discipline data is of concern for 5th grade students as well, increasing from 2 instances of suspension for 4th grade students to 21 instances of suspension for 5th grade students. And while not caused by the pandemic, historical data also shows a trend of decreased PVAAS cohort scores between 4th and 5th grade. From 2015 through 2019, students have scored "well above" in 4th grade, but then drop to either "well below" or "meets" in 5th grade.</p>
Student Engagement	<p>In addition to tracking daily average attendance and other data through SWIS, central office staff conduct academic walkthroughs. Feedback concerning active engagement is gathered as one part of the walkthrough tool.</p>
Social-emotional Well-being	<p>Due to COVID-19, the majority of students in the school district remained in a remote learning environment for approximately 18 months. Upon return, re-acclimation to the school environment and social-emotional health has been a focus area. According to the community surveys asking stakeholders about the best way to allocate ESSER funding, mental health and behavioral interventions were among the top priorities. With students back in the schools, data sources for growth in these areas will come from attendance data and SWIS data. Strengths in the learning environment is that our class sizes remain relatively small. There is an advisory period for social-emotional learning built in to every master schedule K-12. Some of the concerns center around student behavior, student attendance and school climate. Social and Emotional Learning - Second Step would be implemented during the advisory period at all levels. Daily average attendance is monitored at the building and district levels. Additionally, suspension data is examined monthly by district administration. Significant teacher absences and staff vacancies are another impediment to student success. The human capital issue in education is impeding progress in many school districts but has created a daily struggle to provide continuity of education and a highly qualified teacher in every classroom, every day in urban areas, like Harrisburg.</p>
	<p>Our beginning of year kindergarten data demonstrates that 58% of students are significantly below grade level in math as compared to 36% before the pandemic. The data is even more alarming for reading. In September of 2021,</p>

	Methods Used to Understand Each Type of Impact
Other Indicators	78% of kindergarten students were significantly below grade level - an increase of 17% from September of 2019. Students who have in person access to and remain enrolled in a high-quality pre-kindergarten program are better prepared for success in kindergarten and beyond. Many children in our community lack access to affordable prekindergarten.

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
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	Progress towards a students' individual IEP goals will be tracked through progress monitoring tools. Many of these assessments are consistent with the district's calendar of assessment. For reading instruction, this includes Acadience for grades K-2 and Star Assessments for grades 3-8 that would be administered at the beginning of the year, middle of the year and end of the year. For math instruction, schools will use data from Acadience for grades K-2, Star Assessments for grades 3-8 as well as Imagine Math for grades K-9 would be administered at the beginning of the year, middle of the year and end of the year.
English learners	Imagine Learning and iLit were used to diagnose skill deficits and language needs for our English Learners. Depending on a student's language proficiency level, he or she might also take Acadience for grades K-2 and Star Assessments for grades 3-8. These would be administered at the beginning of the year, middle of the year and end of the year. At the high school level, pass rates would be examined quarterly. Students' progress in math instruction would be monitored according to the district calendar of assessment, various assessments, which would include data from Acadience for grades K-2, Star Assessments for grades 3-8 as well as Imagine Math for grades K-9 that would be administered at the beginning of the year, middle of the year and end of the year. At the high school level, pass rates would be examined quarterly.

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Students from low-income families	<p>Various assessments will be used to monitor student growth and achievement throughout the year. Data from Acadience for grades K-2 and Star Assessments for grades 3-8 would be administered at the beginning of the year, middle of the year and end of the year. Similarly to reading instruction, various assessments will be used to monitor student growth and achievement in math throughout the year. Data from Acadience for grades K-2, Star Assessments for grades 3-8 as well as Imagine Math for grades K-9 would be administered at the beginning of the year, middle of the year and end of the year.</p>

Reflecting on Local Strategies

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

	Strategy Description
Strategy #1	<p>Harrisburg School District will use ARP-ESSER funding to provide safety nets for our children in response to the COVID-19 emergency. These safety nets include accelerated learning informed by regular assessment of student progress. Accelerated learning opportunities will be provided through targeted intervention during the school day, tutoring, formal and informal mentoring, after-school extended learning, and summer enrichment programming. We will also offer opportunities for parents to support learning outside of school. The district will offer parents access to special programming to learn techniques to support student learning and provide access to books for students to read at home. To support out-of-school learning opportunities, the district will continue the 1:1 device model that was implemented in 2020 when schools were closed due to the COVID-19 emergency. Additionally, we plan to increase the readiness of incoming Kindergarten children by providing pre-kindergarten opportunities for language and literacy development. This will include preschool access, a community-wide Ready Rosie tool in both English and Spanish and opportunities for families to learn the importance and value of regularly reading and talking to children, appropriate social play, the negative impact of chronic absenteeism when a child is school aged, and how to acquire resources that a family needs to raise healthy children. All students enrolled in the Harrisburg School District were invited to participate in extended learning opportunities. The school district is working on plans to extend after school athletics to the middle level for the start of the 2022 school year. Clubs at the secondary level have been implemented and funding has been allocated to provide transportation to interested students.</p>

	Strategy Description
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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:

Not applicable.

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.

Not applicable.

Reflecting on Local Strategies: Strategy #2

	Strategy Description
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	Strategy Description
Strategy #2	<p>The district will also offer enhanced mental health counseling services and a social emotional health plan to support students so that they can better focus on learning. Mental health supports and trauma informed care have been discussed and planned for by extending our contract with PA Counseling Services to offer group counseling and mental health supports. The district will also offer enhanced mental health counseling services and a social emotional health plan to support students so that they can better focus on learning. In addition to the Second Step social-emotional curriculum, this includes Tier II and Tier III supports through partnerships with Effective School Solutions and PA Counseling. Additionally, the district is partnering with Devereux Center for Effective Schools to develop a Tier 1 Behavior Specialist Intervention plan for the elementary, middle and high school levels. All of this programming is intended to respond to the academic, behavioral, and social emotional impact that the Covid emergency has had on the children of Harrisburg.</p>

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:**

Not applicable.

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.

Not applicable.

Reflecting on Local Strategies: Strategy #3

	Strategy Description
<p>Strategy #3</p>	<p>The district will add classroom space by renovated the former Steele Elementary school as well as retrofitting part of the Lincoln building. This additional classroom space will reduce class sizes, allow for better physical distancing between students to reduce viral transmission, and decrease the student to teacher ratio. Reducing the student to teacher ratio can help increase student success by allowing teachers to spend more time with students who need additional support. The district also plans to design rigorous and relevant career pathways at the middle school level to reengage middle school students, including those with chronic absenteeism. This strategy will be further described in Section III of this proposal.</p>

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:

Allow for social distancing and viral transmission reduction.

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:

Not applicable.

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.)

During the Summer of 2021, the district surveyed families as well as school and district administrators to determine what the needs were, both in response to the pandemic emergency and to address learning loss. Survey participants identified the following as top academic priorities: 1) extended time for learning, i.e. before and after school tutoring (50% of responses); 2) additional supports for special education students (35.8% of responses); 3) technology upgrades, devices, hotspots, and advanced professional development (34.4% of responses); 4) additional supports for literacy instruction (34% of respondents); and 5) additional supports for STEM (33% of respondents). Survey participants identified the following as top social emotional health priorities for students: 1) mental health counseling (60% of respondents); behavioral health supports (48.8%); before and after school enrichment (48.4% of respondents); mentoring (48.4% of respondents); improved culture and climate in schools (47% of respondents). Harrisburg School District has shared the plan for learning loss in public school board meetings and during meetings with community partners such as The Harrisburg Educational Foundation and The Harrisburg Rotary Club. Additionally, the Steering Committee for the District Recovery Plan has membership from various stakeholder groups, and the plans for unfinished learning have been shared during these regular monthly meetings. The plan for use of ESSER III non-academic funds was shared with stakeholders through a series of presentations and meetings that occurred in November and December of 2021. Initially, the Superintendent shared his vision of how ESSER III funds could be used to prepare, prevent and respond to needs created by COVID-19 with district and building administration as well as the Act 141 Advisory Committee in early November of 2021. After receiving feedback from these stakeholders, the Superintendent met with HEA members, community partners and the Board of Directors the following week. Additionally, student focus groups were conducted at the end of November. The Superintendent also hosted a Facebook Live session open to families and all stakeholder groups on December 14, 2021. During each of these presentations, feedback was gathered via Google Form. The presentation was posted on the website following the Facebook Live session. The district is working with Performance Fact throughout the winter and

spring of 2022 to engage in a comprehensive stakeholder engagement process to integrate feedback from the ESSER sessions; the ultimate goal is to create one cohesive plan which supports the district's recovery plan, the superintendent's entry plan, as well as the plan for ESSER funds and provides a roadmap for sustainable implementation.

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)**

The Harrisburg School District is in receivership and is recovering from financial and academic deficiencies that existed before the pandemic emergency began. More than 85% of district students are living in poverty, a situation that puts students at a disadvantage. Many students did not have the opportunity to attend high-quality preschool programs and came to Kindergarten underprepared. This situation has been exacerbated by pandemic-related closures and delayed Kindergarten enrollment. Most students learned virtually for more than a year before schools reopened in 2021. While the district offered a variety of options for students to learn virtually, there is evidence of learning loss. Additionally, the stress of the pandemic has negatively impacted children and families' emotional and mental health. With this landscape in mind, the district conducted surveys, focus groups, and community presentations and solicited feedback from internal and external stakeholders. District leaders have discussed, analyzed, synthesized and considered this feedback and have built it into the design and execution of the ARP ESSER funding plans. The top academic priorities were extended time for learning, i.e. before and after school tutoring; additional supports for special education students; technology upgrades which includes devices, hotspots, and advanced professional development; additional supports for literacy instruction; and additional supports for STEM. These priorities were integrated into the design of the after school and summer learning opportunities as well as the literacy supports provided throughout the regular school day. Regarding the social-emotional health of students, data indicated the need for mental health counseling, behavioral health supports, before and after school enrichment opportunities, mentoring opportunities and the improved culture and climate in schools. Aside from before and after school enrichment opportunities, part of the ARP ESSER Funds will be used to contract with outside agencies to provide intensive mental health and behavioral supports. As described previously, the feedback gathered from the ESSER sessions hosted by the superintendent will be shared with Performance Fact. In collaboration, the district and Performance Fact will conduct a series of stakeholder meetings throughout the winter and spring of 2022 to engage in a comprehensive stakeholder engagement process. Following is an overview of stakeholder groups: Harrisburg Educational Foundation; The Recovery Plan Steering Committee (parents, charter school, IU, neighboring school district leaders, internal administrators, and ARC); Harrisburg Area Community College; Penn State University Medical School; Community Health Organizations (Hamilton Health, Byrnes Center, and UPMC); Harrisburg University; Rotary Club; Community In Schools; Giant Foods; Cocoa Packs; PA Counseling Center; Devereux Center for Effective Schools; and BARR Center.

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 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)**

During the Summer of 2021, the district presented its plan to the public through its regular board meetings. The academic plan was also posted on the district's website from June 21, 2021 to July 19, 2021. The presentation of the plan remains on the district website, available for public review, under the June 21, 2021 Board Docs tab. All written and spoken announcements for extended services for students have been translated into Spanish. If an individual family who does not speak English or Spanish requests information, the district utilizes Language Line to provide the requested information in the family's first language. The plan for use of ESSER III non-academic funds was shared with stakeholders through a series of presentations and meetings that occurred in November and December of 2021. Initially, the Superintendent shared his vision of how ESSER III funds could be used to prepare, prevent and respond to needs created by COVID-19 with district and building administration as well as the Act 141 Advisory Committee in early November of 2021. After receiving feedback from these stakeholders, the Superintendent met with HEA members, community partners and the Board of Directors the following week. Additionally, student focus groups were conducted at the end of November. The Superintendent also hosted a Facebook Live session open to families and all stakeholder groups on December 14, 2021. During each of these presentations, feedback was gathered via Google Form. The presentation was posted on the website following the Facebook Live session. The district is working with Performance Fact throughout the winter and spring of 2022 to engage in a comprehensive stakeholder engagement process to integrate feedback from the ESSER sessions; the ultimate goal is to create one cohesive plan which supports the district's recovery plan, the superintendent's entry plan, as well as the plan for ESSER funds and provides a roadmap for sustainable implementation.

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.

In spring 2022, we will offer after-school academic acceleration and language supports for all

students. Teachers working outside their contracted hours will be paid the extra duty rate plus benefits. We will also offer special education supports for students who experienced regression during the pandemic crisis. K-2 – We will offer targeted intervention during the school day through Super Power Hour held Monday through Thursday for qualified students. We will offer parents/guardians training once per week at our evening literacy program to learn interactive reading strategies to enhance a child’s love of reading and provide one free book for their home library each week. Grades 3-4 - Extended day learning from 3:50 to 6:20 p.m. Monday- Thursdays will include social skills instruction and application through the Second Step program. Extended learning will use a station-rotation model to deliver direct instruction, collaborative team time, and computer assisted instruction. Students will also have dinner during the session. A percentage of change statistic will be used to measure the impact of the program for all students that attend regularly. Grades 5-6 - Extended day learning from 3:30 to 5:50 p.m. Monday-Thursdays will mirror the program for 3-4 with additional enrichment and community service opportunities. Grades 7-12 – Students will have access to in-person and virtual tutoring on Monday through Thursday evenings at the school closest to their homes. Summer School Program - Grades K-2 will use the following evidence-based resources: West Virginia Phonics and Open Court Interventions for literacy needs; Imagine Math and Xtra Math for numeracy; Road to Code for STEM; and Second Step for social-emotional learning. Grades 3-5: West Virginia Phonics and Open Court Interventions for literacy needs; Imagine Math and Xtra Math for numeracy; Engineering by Design for STEM; and Second Step for social-emotional learning. Grades 6-8: Imagine Math for numeracy; Savvas Interventions for literacy; Engineering by Design STEM activities; and Second Step for social-emotional learning. Grades 9-12 will use Edgenuity as a remote learning platform with 144 course options across the content areas for credit recovery while being supported in-person by certified teachers. In order to strengthen college and career readiness, the district will begin creating career pathways in each of the three middle schools to support the existing pathways in grades 9-12. Curriculum will be aligned to these pathways and enriched with materials, resources and assessments that reflect the designated pathways. Additionally, the district plans will provide opportunities for professional development for its staff to support the new pathways. A Director of Career pathways position will be created to oversee the creation and implementation of career pathways in grades 6-12.

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.

To respond to the problems created or exacerbated by the pandemic, prevent further disruptions, and prepare for future emergencies, the district is focusing on safely bringing students back to in-person learning and ensuring continuity of education. We have partnered with health agencies to educate families about the need to consider preventative actions and to make it easier for adults and children to be vaccinated. Ensuring continuity is also tied to increasing cybersecurity and improving our cybersecurity infrastructure. We have also modified spaces and continue to improve facilities to accommodate physical distancing, reduce class sizes, and improve the social-emotional environment for all students. We are also offering continuity of education retention bonuses to improve staff attendance to ensure students have consistent support inside and outside of the classroom. We will focus on the following strategies to improve student success and safety: Renovate buildings for health, safety, and improved learning - We plan to renovate the former Steele Elementary School. If brought back into service, the additional square footage would allow the district to add pre-kindergarten classrooms, move the fifth grade back to the elementary level, offer specialized middle school programs that are not currently available, and encourage students enrolled in Cyber programs to return to brick and mortar in-person learning. Smaller in person learning class sizes reduces the risk of substantial viral illness spread and will allow us to recover the learning loss our students have experienced while also supporting increases in overall student achievement. To support the career pathway programming throughout all three middle schools, part of the funds will be used to retrofit the existing buildings. Cougar Academy will also be retrofitted in order to provide more learning space for the growing K-12 Cyber Blended learning option. Additional facility upgrades will include a focus on outdoor play spaces at all elementary schools as well as Camp Curtin Academy. We will also continue to improve HVAC systems in existing buildings to reduce viral transmission and improve health and safety. While the HVAC systems are being replaced, the district will invest in Clean Air filtration systems to improve air quality in buildings. Additional information about the need for building renovations is included in the construction prior approval form. Ensure continuity of education - The district will offer continuity of education incentives for all staff and retention bonuses for faculty. The incentives are designed to reduce absenteeism that disrupts student learning and reduces the district's ability to offer necessary student services. Faculty retention incentives are designed to ensure that our district can compete with other more financially well-resourced local school districts surrounding us.

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)**

All of the primary interventions outlined in the application are supported by tiers 1 through 4 evidence. As outlined in the narrative concerning lost instructional time, the district will be using ARP/ESSER funds to implement the following evidence-based academic interventions: summer learning programs, school-based after school programs and extended day programs. To meet the social-emotional needs of students, the district is implementing Second Step, with Tier 3-4 evidence as well as strengthening its MTSS framework. Additionally, funds will be used to design and implement career pathways, also referred to as career academies, which is supported by Tier 1 and Tier 4 evidence from the Evidence Resource Center.

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	50,311,096	20%	10,062,219

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	Various assessments will be used to monitor student growth and achievement throughout the year. Data from Acadience for grades K-2 and Star Assessments for grades 3-8 would be administered at the beginning of the year, middle of the year and end of the year. At the high school level, pass rates would be examined quarterly. Similarly to reading instruction, various assessments will be used to monitor student growth and achievement in math throughout the year. Data from Acadience for grades K-2, Star Assessments for grades 3-8 as well as Imagine Math for grades K-9 would be administered at the beginning of the year, middle of the year and end of the year. At the high school level, pass rates would be examined quarterly.
Opportunity to learn measures (see help text)	Professional development throughout the 2021-2022 school year has been focused on scaffolding instruction to address the learning loss of our students due to the Covid 19 crisis. There is an emphasis on small group and differentiated instruction, while students work on newly acquired computer assisted learning platforms that are monitored by the teacher. After attending a professional development session, staff complete a survey. Additionally, implementation of these best practices are gauged during district walkthroughs. There are no additional positions being hired to address learning loss through the ARP ESSER III funding.
Jobs created and retained (by number of FTEs and position type) (see help text)	The human capital issue is one that the district is taking very seriously. Partnerships with universities to employ post-baccalaureate students to teach in our classrooms and earn their certifications. Additionally, finding teachers of color and teachers from a Hispanic background is a priority for our school district. Using pathways to encourage Harrisburg students to pursue education as a career pathway is an additional area of focus.
	For after school programs, data from Acadience for grades K-2 and Star assessments for grades 3-8 will be compared to students who did not participate in the after-school program. The district will calculate the

	Data Collection and Analysis Plan (including plan to disaggregate data)
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	<p>percentage of change for children who attend after school services on a regular basis compared to children who do not participate in order to determine the effectiveness of programming. At the high school level, failure rates will be analyzed to determine the effectiveness of tutoring options for students who attend regularly. For the summer school program, STAR assessments will be utilized to determine academic needs. Diagnostic assessments will be used in Imagine Math and STAR. This data will be compared to students who did not complete the summer program to measure the effectiveness of the program.</p>

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

\$50,311,096.00

Allocation

\$50,311,096.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$7,000,000.00	Salaries - learning loss, afterschool, summer (20% set aside), and during the regular school year to ensure continuity of education.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$3,395,000.00	Benefits (48.5%) - learning loss, afterschool, summer (20%) and during the regular school year to ensure continuity of education.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$500,000.00	Academic Acceleration - contracted services
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	\$500,000.00	Academic Acceleration - contracted services to provide transportation, support Harrisburg Virtual Learning Academy (HVLA), Reset Strategic Plan
1100 - REGULAR			

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Function	Object	Amount	Description
PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$500,000.00	Academic Acceleration - supplies, books
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$2,250,000.00	Academic Acceleration - contracted services to provide special education, special education supports.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$1,250,000.00	Academic Acceleration - student resources to support special education, including supplies and books
			<p>To ensure continuity of education in all its schools, the district will offer continuity of education retention incentives for all teachers, administrators and support staff. Continuity of education incentives are designed to reduce turnover in a school district that has traditionally had significant turnover. This turnover disrupts student learning and reduces the district's ability to offer necessary student service supports to students and families. The continuity of administrative and support staff is equally critical during a time where we are working to recover from COVID-19 and ensure our students can access consistent in-person learning. Without clean</p>

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$3,250,000.00	<p> buildings and consistent leadership our ability to provide consistent in-person learning is at risk. Staff retention bonuses are designed to ensure that our district is able to compete with other more well resources local school districts. In Harrisburg, the amount of salary increase for staff has averaged between 1.5 and 2.0 % in the past two years as we are under Receivership. In the neighboring school districts, increases have ranged from 2.75 to 4%. The continuity of education stipends allow us to put parameters in our CBA's which encourage staff to stay during the entire school year and the combination of the salary plus continuity of education bonus provides us a better chance of slowing down our historically high turnover rate during a time where continuity of services along with in-person learning for our students couldn't be more critical and needed. The average bonuses in the amount of approximately \$2,000 per staff member will be distributed annually through 2024. The incentives will be distributed to eligible </p>

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Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

Function	Object	Amount	Description
			<p>staff who will be required to be employed throughout the school year in which they received the bonus or they must pay it back to the school district. These strategies will help the district maintain class sizes that allow for social distancing and more effective teacher-student ratios. We recognize that it is imperative that we have qualified staff in each classroom each day, schools are clean and safe, and students have consistent access to transportation, food services, social emotional supports and other vital student services.</p>
		\$18,645,000.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$50,311,096.00

Allocation

\$50,311,096.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2400 - Health Support Services	500 - Other Purchased Services	\$500,000.00	COVID support - testing, cleaning services
2600 - Operation and Maintenance	600 - Supplies	\$500,000.00	COVID cleaning supplies
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	400 - Purchased Property Services	\$15,500,000.00	Construction and renovation services - Safe Return for enhanced in person learning, Steele Elementary.
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	400 - Purchased Property Services	\$13,304,585.45	HVAC Upgrades to Foose, Ben Franklin, Rowland and Camp Curtain to support return to in-person learning
5000 - OTHER EXPENDITURES AND FINANCING USES	900 - Indirect Costs Rate	\$1,861,510.55	3.97% indirect costs.
		\$31,666,096.00	

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 AUN: 115222752
 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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$10,250,000.00	\$3,395,000.00	\$500,000.00	\$0.00	\$500,000.00	\$500,000.00	\$0.00	\$15,145,000.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$2,250,000.00	\$0.00	\$0.00	\$1,250,000.00	\$0.00	\$3,500,000.00
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								

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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
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	\$500,000.00	\$0.00	\$0.00	\$500,000.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$500,000.00	\$0.00	\$500,000.00
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	\$28,804,585.45	\$0.00	\$0.00	\$0.00	\$28,804,585.45
	\$10,250,000.00	\$3,395,000.00	\$2,750,000.00	\$28,804,585.45	\$1,000,000.00	\$2,250,000.00	\$0.00	\$48,449,585.45
	Approved Indirect Cost/Operational Rate: 0.0483							\$1,861,510.55
	Final							\$50,311,096.00



ESSER Prior Approval - Construction

Request for Prior Approval Construction/Renovation Projects funded under ESSER

* Denotes a required field.

Construction Project Details

***LEA Name:** Harrisburg City School District

***AUN#:** 115222752

*LEA Contact Information

	Name	Job Title	Email
Superintendent/CEO	Mr. Eric Turman	Superintendent	eturman@hbgd.us
Contact Name	Mr. Chris Celmer	COO/Director, Office of Receiver	ccelmer@hbgd.us

The above LEA is requesting prior approval for the following project to be funded in full or in part from federal grant funds as permitted in ARP ESSER.

Construction/Renovation Projects

New Construction Projects

***Describe the proposed project that is requested to be funded in full or in part from federal ESSER funds. (3000 characters)**

In order to respond to the problems created or exacerbated by the pandemic, prevent further disruptions, and prepare for future emergencies, the district is focusing on safely bringing students back to in-person learning and ensuring continuity of education. To accomplish this, the district has modified its spaces and continues to improve its facilities to accommodate physical distancing, reduce its class sizes, and improve the social-emotional environment for all students. The district plans to use ESSER funds to renovate Steele.

The district will engage in a public bid process/Request for Proposal in accordance with all federal and state regulations.

***Explain how the LEA has determined that the proposed project complies with the Cost Principles in 2 CFR Part 200, subpart E (e.g., the cost must be “necessary and reasonable” (2 CFR §§ 200.403-200.404) ; (3000 characters)**

The district expects to use \$15.5 million to renovate the former Steele Elementary School. Should these projects cost less than projected, the district may request to use these funds for renovations in its Lincoln building to support the expansion of Cougar Academy and middle school career pathways. Renovations to Steele are essential to our plan to move fifth grade to the elementary level to support the health and safety of our students and improve academic outcomes by reducing class sizes and returning students back from virtual learning platforms. This approach not only allows for increased physical distancing of students, but also allows teachers to spend more time with each student. Smaller in person learning class sizes reduces the risk of substantial viral illness spread and will allow us to recover the learning loss our students have experienced while also supporting increases in overall student achievement. If brought back into service the additional square footage would allow the district to add pre-kindergarten classrooms, move the fifth grade back to the elementary level and offer specialized middle school programs that are not currently available. This approach not only allows for increased physical distancing of students, but also allows teachers to spend more time with each student. Smaller in person learning class sizes reduces the risk of substantial viral illness spread and will allow us to recover the learning loss our students have experienced while also supporting increases in overall student achievement. To create this needed space, the district plans to renovate the former Steele Elementary School. Steele is owned by the school district and currently vacant. If brought back into service the additional square footage would allow the district to add pre-kindergarten classrooms, move the fifth-grade back to the elementary level with pre-covid 19 enrollment and in person attendance numbers, and offer specialized middle school programs that are not currently available.

***Explain how this proposed project meets the overall purpose of the ESSER program(s), which is “to prevent, prepare for, and respond to” COVID-19 as well as a specific allocable use of funds as outlined in the laws and/or guidance; and (3000 characters)**

The district has identified a strategy that both increases student health and safety as it relates to viral illness and addresses student learning loss. To recover lost learning, it is essential that we not only reduce class sizes in our brick and mortar elementary and middle schools but also bring students back from Cyber learning. While the school district must maintain a Cyber offering because this mode of education has increased as well as its associated costs across the state during the pandemic, it is our belief that to fully recover from the negative academic impact of COVID, we need to offer safe options for students to return to brick and mortar learning. The pandemic has led

more Harrisburg parents to seek virtual learning options for their children. In 2019-2020, the school district had 574 students enrolled in outside Cyber Charter learning options. During the 2020-2021 school year, this number ballooned to 1074, 881 in outside Cyber Charters and 193 in the school districts' cyber option called HVLA. In 2021-2022, the school district has 929 in outside cyber charter and 681 in its internal cyber option (HVLA). To offer what parents see as a safe in person learning model, the school district must create additional options that lower the number of students currently housed in our K-8 buildings. In the spirit of this vision, the district is proposing to renovate and/or modify two existing district buildings to increase the number of classrooms which in turn will reduce the number of students in its elementary and middle school in person classes. Renovation and/or modifications of existing buildings will also allow for the district to move 5th grade classes back into the elementary buildings and will create adequate space to recapture students from virtual learning. Smaller classes will better meet the needs of our 5th-grade students by providing more structure with fewer transitions in contrast to the middle school. Additionally, schools can more successfully engage in vertical alignment of instructional skills since the curriculum is sequenced for K-5 as one band level and the students would be in person. Currently, HSD has one mid-level magnet school, Marshall Math and Science Academy. Average daily attendance and academic success continue to trend downward at the other two middle schools while rates of suspension increased in 2021. The career pathway concept will reengage students at the middle level by giving them choice and in person learning opportunities that are rigorous, relevant and related to student interests. The redesigning of these two middle schools will be used to support the new career pathway programming.

***Explain how the proposed project is consistent with the proper and efficient administration of those programs. (3000 characters)**

Our fall 2021 data shows that 58% of kindergarteners are significantly below grade level in math as compared to 36% before the pandemic. 78% of kindergarteners were significantly below grade level, an increase of 17% from September of 2019. We know that children in our community lack access to affordable prekindergarten. By renovating Steele Elementary and retrofitting the Lincoln building, the district would be able to offer in person public pre-k options in each building. To recover from the impact of covid, we need in person access to the students at an earlier age. Data from fall 2021 shows a 5% decrease in average daily attendance from 4th grade to 5th grade. Current 4th graders have an 89% daily attendance while current 5th graders have an average daily attendance of 84%. Discipline data is of concern for 5th grade students as well, increasing from 2 instances of suspension for 4th grade students to 21 instances of suspension for 5th grade students. Historical data also shows a trend of decreased PVAAS cohort scores between 4th and 5th grade. From 2015 through 2019, students have scored "well above" in 4th grade, but then drop to either "well below" or "meets" in 5th grade. Renovating Steele Elementary and retrofitting the Lincoln building will allow us to move 5th grade back into the elementary buildings. Not only will this create smaller class sizes for mitigation efforts, but it will also better meet the needs of our 5th-grade students by providing more structure with fewer transitions. Schools can more successfully engage in vertical alignment of instructional skills since the curriculum is sequenced for K-5 as one band level. Currently, HSD has one mid-level magnet school, Marshall Math and Science Academy. Average daily attendance continues to trend downward at the other two middle schools while rates of suspension increase, as evidenced by our 2021 beginning of year data. Both reading and math data from STAR assessments show similar trends. Reading data decreases by 4% between 5th and 8th grade, while math data drops 2% between 5th and 8th grade. The career pathway concept will reengage students at the middle level by giving them choice and in person learning opportunities that are rigorous, relevant and related to student interests.

***Please note that the burden remains on grantees and subgrantees to maintain the appropriate documentation that supports the expenditure.**

Projected Costs by Funding Source (Note: obligation dates are included. Each project has an additional 90 days for liquidation):

	ARP ESSER (September 30, 2024)	State and Local Funds
Total Cost	\$ 15,500,00	\$ 250,000

Assurances

As noted below, an LEA using ESSER funds for remodeling, renovation, and new construction must comply with additional federal requirements

By reviewing and agreeing to the assurance statements below, the LEA is verifying that approved construction projects will comply with all applicable Uniform Guidance requirements, Davis-Bacon prevailing wage requirements, and all of the US Education Department's applicable regulations regarding construction at 34 CFR §§ 76.600 and 75.600-75.618.


- *The LEA assures that all construction contracts using laborers and mechanics financed by Federal education funds, an LEA that uses ESSER funds for minor remodeling, renovation, repair, or construction contracts over \$2,000 will meet all Davis-Bacon prevailing wage requirements and include language in the contracts that all contractors or subcontractors must pay wages that are not less than those established for the locality of the project (prevailing wage rates). (See 20 U.S.C.1232b Labor Standards.)
- *The LEA assures that it has complied or will comply with the requirements for Domestic Preference in construction materials and supplies where applicable (2 CFR § 200.322) ;
- *The LEA assures that it has completed an environmental impact assessment before initiating the construction and fully considered any potential environmental ramifications before proceeding with the project (34 CFR § 75.601) ;
- *The LEA has considered the probable effects of proposed construction on any district, site, building, or structure that is included or eligible for inclusion in the National Register of Historic Places (34 CFR § 75.602)
- *The LEA assures that it possesses title or other interest in the site, including right of access, that is sufficient to ensure that the grantee will have use and possession of the facility for 50 years or the useful life of the facility, whichever is longer (34 CFR § 75.603) ;
- *The LEA assures that the proposed project will begin in a reasonable time period and will have the final plans approved before the construction is advertised or placed on the market for bidding (34 CFR § 75.605) ;
- *The LEA assures the proposed project will be completed in a reasonable time period and consistent with the approved plans and specifications (34 CFR § 75.606) ;
- *The LEA assures that the proposed construction is functional, economical, and not elaborate in design or extravagant in the use of materials as compared to other facilities in the State or other applicable geographic area (34 CFR § 75.607) ;
- *The LEA assures that plans and designs for the facilities comply with applicable Federal, State and local health and safety standards, as well as Federal requirements regarding access by persons with disabilities. (34 CFR §§75.609 and 75.610) ;
- *The LEA assures it possesses sufficient operational funds to operate and maintain the facility once the construction is complete and will the grantee operate and maintain the facility in accordance with all applicable Federal, State, and local requirements (34 CFR §§ 75.614 and 75.615) ;
- *The LEA agrees it will comply with all other applicable federal laws and regulations.

Authorized Sign-Off

The following signoff is required prior to uploading/submittting your approval form. By signing off, I understand that I have reviewed this document on behalf of my organization, intending to be legally bound thereby and attest that I am authorized to do so. Enter the name, title, date of the person signing this document.

Print Name: Eric Turman

Date: 3/9/2022

Signature:  _____



ESSER Prior Approval – Other Capital Expenditures

Request for Prior Approval Other Capital Expenditures/Improvements funded under ESSER

* Denotes a required field.

Capital Expenditures Detail

*LEA Name: *Harrisburg City School District*

*AUN#: *115222752*

*LEA Contact Information

	Name	Job Title	Email
Superintendent/CEO	Mr. Turman	Superintendent	eturman@hbgsd.us
Contact Name	Mr. Chris Celmer	COO/Director, Office of Receiver	ccelmer@hbgsd.us

The above LEA is requesting prior approval for the following project to be funded in full or in part from federal grant funds as permitted in ARP ESSER.

Facilities & Grounds Upgrade Examples

- Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs
- Improving indoor air quality, including installation of mechanical ventilation and/or advanced filtration systems and/or upgrading HVAC systems
- Undertaking the remediation of mold, lead, and other sources of poor indoor air quality
- Replacing windows to allow for improved intake of fresh air
- Upgrading facilities to comply with American Disabilities Act requirements
- Repairing or replacing roofing in certain circumstances
- Replacing plumbing to ensure safe drinking water
- Undertaking priority school facility repairs and improvements that will accelerate a safe return to in-person learning
- Creating outdoor classroom spaces and/or outdoor eating areas

Type of Project: Other Capital Expenditures/Improvements

***Describe the proposed project that is requested to be funded in full or part from federal ESSER funds. (3000 characters)**

Harrisburg School District is making a series of environmental health and safety improvements to reduce the impact of COVID-19 in our schools. As part of this project, the district is planning HVAC equipment replacements in several phases between the Spring of 2022 and Summer of 2024, including HVAC upgrades to Foose, Ben Franklin, Rowland, and Camp Curtin Schools for an estimated \$13,304,585.45 .

***Explain how the LEA has determined that the proposed project complies with the Cost Principles in 2 CFR Part 200, subpart E (e.g., the cost must be “necessary and reasonable” (2 CFR §§ 200.403-200.404) ; (3000 characters)**

The district has determined that the HVAC systems in all buildings need to be upgraded to support enhanced ventilation to reduce recirculation of air to improve air quality. The systems that are being replaced were not designed to handle viral reduction. New systems will reduce the risk of virus transmission and exposure to environmental health hazards. In order to improve air quality, HVAC systems in all district buildings need to include industry standard controllers designed to manage air flow and fresh air intake to ensure optimal conditions for health and safety. The district cannot provide cooling or provide cooling on a consistent basis to meet ASHRAE guidance for safe schools and buildings. The goal of the project is to prevent the spread of COVID-19 in our schools. The addition of new HVAC systems for Foose, Ben Franklin, Rowland, and Camp Curtin schools will give the district the capabilities to provide consistent air conditioning / cooling at schools with failed cooling systems. This will also allow us to provide the additional summer programming required as part of the ESSER legislation. The current system in place:

- o Does not allow enough air exchanges / day
- o Does not give the schools the opportunity to increase ventilation. (All that the district can do to impact ventilation when chillers are down and or not providing needed load requirements is to open windows and bring in hot and humid air to attempt to ventilate. This puts at risk the district's ability to provide education based on air quality and decisions on open or closed schools during these design days.)
- o No ability to provide active dehumidification and pressure control (NOTE: one of ASHRAE's 4 Pillars to Safe Buildings, Contain Humidity between 40 – 60 %)
- o Current system does not allow district to prevent, prepare or respond to COVID-19 as ASHRAE recommends to decrease pathogens like COVID and other SARS-COV-2 pathogens.
- o Current system does not meet ASHRAE guidance for safe buildings / schools that include the four (4) pillars of dilute, exhaust, contain & clean. The new systems will address all the deficiencies noted in the above

narrative. These updates will improve the health and safety in these buildings as we also work to reduce class sizes to allow for social distancing in classrooms.

The LEA is responsible for ensuring it has documentation supporting the fact the Omnia cooperative did the proper processes and meets all federal standards. As part of our ESSER II application the school district submitted the following documents:

- Guidance presented at PASBO March 21-24 2017 titled UGG Procurement & Cooperative Purchasing.
- Please see slide 25, page 13, Intergovernmental Agreements and Cooperative Purchasing
- Please see slide 34, page 17, "To foster greater economy and efficiency, and in accordance with efforts to promote cost-effective use of shared services across the Federal Government, the non-Federal entity is encouraged to enter into state and local intergovernmental agreements or inter-entity agreements where appropriate for procurement or use of common or shared goods and services"
- The opinion letter provided addresses OMNIA adherence which was sent under the ESSER II.

In lieu of using OMNIA, the district would engage in a public Bid Process/Request for Proposal, ESCO contract or other procurement methods which would be in accordance with all federal and state regulations.

***Please note that the burden remains on grantees and subgrantees to maintain the appropriate documentation that supports the expenditure.**

Projected Costs by Funding Source (Note: obligation dates are included. Each project has an additional 90 days for liquidation):

	ARP ESSER (September 30, 2024)	State/Local Funds
Total Cost	\$ 13,304,585	\$

Assurances

By reviewing and agreeing to the assurance statements below, the LEA is verifying that the approved projects:

- *This proposed project meets the overall purpose of the ESSER program(s), which is “to prevent, prepare for, and respond to” COVID-19 as well as a specific allocable use of funds as outlined in the laws and/or guidance.
- *LEAs will comply with Davis-Bacon Act:
 - Applicable to all federal contracts and subcontracts over \$2,000 for:
 - Construction
 - Alteration
 - Repairs
 - Painting/decorating
 - Rule – must pay works no less than the locally prevailing wage and fringe benefits for corresponding work in the area (Department of Labor)
- *If an LEA uses funds for HVAC systems, the US Education Department’s regulation at 34 CFR § 75.616(c) requires the use of American Society of Heating, Refrigeration and Air Conditioning Engineers (ASHRAE) standards.
- *The LEA agrees it will comply with all other applicable federal laws and regulations.

Authorized Sign-Off

The following signoff is required prior to uploading/submitted your approval form. By signing off, I understand that I have reviewed this document on behalf of my organization, intending to be legally bound thereby and attest that I am authorized to do so. Enter the name, title, date of the person signing this document.

Print Name: Eric Turman

Date: 3/9/2022

Signature: 