

## **Section: Narratives - Assessing Impacts and Needs**

### **CTC ARP ESSER APPLICATION**

The Pennsylvania Department of Education (PDE) recognizes the extraordinary efforts made by career and technical centers (CTC), and educators to support students during the COVID-19 pandemic. The application below requests information from CTC 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 CTC 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 CTC" 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 CTC 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;
- Nontraditional
- Single Parent
- Military Family
- 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, CTCs are asked to describe the impact of the pandemic on their students, examine disproportionate impacts on specific student groups, and highlight the CTC'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 CTC 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/Technical impact of lost instructional time, (2) Chronic absenteeism, (3) Student engagement, and (4) Social-emotional well-being?

	<b>Methods Used to Understand Each Type of Impact</b>
<b>Academic/Technical Impact of Lost Instructional Time</b>	<p>A comprehensive approach to students who are struggling with reading. New materials will be purchased. A curriculum for intervention will be written and teachers will utilize the students' NWEA MAP test scores to determine areas of weakness and address those areas specifically. MASD also used NWEA MAP data in September of 2021 to look at projected proficiency of the students on the PSSA tests. The data showed that 82.7% of our students are not on track to be proficient on the PSSA in Math and 62% of our students are not on track to be proficient on the PSSA in Literacy. The administration has observed student discipline in all four schools during the first nine weeks of this school year. Students have appeared anxious, angry, and often non-compliant when asked to follow directions. These behaviors are consistent with studies done about students return to school this year. According to Kalyn Belsha in an article entitled "Stress and short tempers: Schools struggle with behavior as students return" she states, "Schools across the country say they're seeing an uptick in disruptive behaviors. Some are obvious and visible, like students trashing bathrooms, fighting over social media posts, or running out of classrooms. Others are quieter calls for help, like students putting their head down and refusing to talk." MASD is seeing all these behaviors in our students and believe that we need to put structures and staff in place to teach coping strategies and help students regain the sense of normalcy that once existed.</p>
<b>Chronic Absenteeism</b>	<p>To examine the effects of COVID-19 on learning loss, McKeesport ASD reviewed three types of data. This data included student attendance, student academic growth and student discipline information on students' pre-pandemic and pandemic. The University of Pittsburgh completed a Youth Participatory Action Report in collaboration with the McKeesport Area School District during February of 2021. This collaborative effort was completed to assess student well-being and learning during COVID-19. We used this study to look at student attendance. An overwhelming pattern emerged: our students are not consistently attending school. Reasons for the lack of attendance varied, but some of the reasons reported by the full sample were: 32% stated they are too tired, 27% stated they were sick, 11% said they were behind and could not catch up and 16% reported depression and anxiety as a reason. Chronic absenteeism is a growing problem. African American high school students demonstrate some of the highest rates of chronic absenteeism in the United States (Chang et al., 2018; ERS Report to [The District] Advisory Task Force: Attendance Analysis, 2017). Strategies that MASD will employ are nurture a culture of attendance for all students, catch attendance problems early and create a more positive school culture and a focus on engaging instruction</p>
	<p>The high school strives to make learning hands-on and engaging for all</p>

	<b>Methods Used to Understand Each Type of Impact</b>
<b>Student Engagement</b>	students. The high school embeds real world senerios into classwork, to all students to see how education impacts their future.
<b>Social-emotional Well-being</b>	McKeesport ASD intends to use ARP ESSER funds to purchase a social and emotional universal screening tool to be used for all students. Currently, the data we have regarding social and emotional learning has been provided through The University of Pittsburgh’s Youth Participatory Action Report. This report was a collaboration between the Pitt and the McKeesport Area School District done in February of 2021. The report provided qualitative data through a series of surveys to students, parents, and teachers. The students reported they experienced challenges associated with emotional health, staying focused and engaged, adapting to virtual learning, and transitioning between in-person and online learning. Students also reported that they have been struggling with their motivation and optimism when faced with stressors related to different learning formats and COVID-19 in general. This information has led MASD to want to invest in a social and emotional universal screening tool to be used for all students. The results of this screener will be utilized by the MTSS teams, the school counselors, and the social workers. The results and data obtained from the screener will then guide our next steps in addressing the social and emotional needs of our students. The needs will then determine how the remaining social and emotional funds will be utilized.
<b>Other Indicators</b>	

**Documenting Disproportionate Impacts**

2. Identify the **student** groups in the CTC 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.

<b>Student Group</b>	<b>Provide specific strategies that were used or will be used to identify and measure impacts</b>
Students from low-income families	According to “Advancing Student Success by Reducing Chronic Absence” chronic absenteeism is when a student misses 2-4 days in September and most likely will go on to miss over 18 days or 10% of the school days in the year. Students who live in communities with high levels of poverty are four times more likely to be chronically absent than others often for reasons beyond their control. Our first strategy to eliminate chronic absenteeism is “Early Detection and Intervention.” The second strategy will be PBIS for students who have been identified. This will also involve engaging the parents to find out what supports we can provide them. This strategy is ongoing and will occur in many ways over the year. Finally, if necessary we will involve the local authorities to apply pressure through the courts on

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
	the parents to make sure their children are in school every day.
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	A comprehensive approach to students who are struggling with reading. New materials will be purchased. A curriculum for intervention will be written and teachers will utilize the students' NWEA MAP test scores to determine areas of weakness and address those areas specifically.
Students from low-income families	Children growing up in poverty face constant daily hardships and harsh living conditions that can steal away their childhood. The unrelenting stress of poverty can hinder a child's brain development with long-term consequences on physical and mental well-being, leading to lifelong effects that follow them into adulthood. This is a reality that we face daily in school, but MASD plans to dig deeper into what each child needs and design plans to help them achieve in school. We will begin this process with a screener and once the results are obtained, the counselors and social workers who are already working with many students will have a better understanding of what the students need and how we will be able to assist them.
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	A Commonwealth Fund analysis from April 2021 showed that confirmed COVID-19 cases and deaths were disproportionately higher in communities with larger black populations. This alone is a stressor for our students, but add in many other factors and we as a school district must assist our students in their social and emotional learning. We recognize that for a child to learn the traditional academics, they must have all other needs met. As a strategies MASD will work to make sure the "whole child's" needs are being met.

### Reflecting on Local Strategies

3. Provide the CTC's assessment of the top 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 Description
<b>Strategy #1</b>	MASD will identify, engage and support the students who have missing the most instruction during the two pandemic school years in several ways. MASD will utilize the RTII, MTSS and the Student Assistance Programs at each school to assist students in need with getting the supports necessary. We will put a heavy focus on attendance and eliminating chronic absenteeism. Staff will be hired to focus their attention on this matter. Students cannot learn if they are not in school.

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

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

i. **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 - Please note: this strategy is optional.**

	Strategy Description
<b>Strategy #2</b>	

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

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

**i. 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 - Please note: this strategy is optional.

	Strategy Description
Strategy #3	

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

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

i. 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, CTCs 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 CTC will make its CTC 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 CTC, 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 CTC, such as students; families; CTC and sending 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 CTC, 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.)

MASD has used the University of Pittsburgh's "MASD Youth Participatory Action Research Report" as a means of gaining meaningful consultation with all stakeholders. The COVID-19 pandemic has disrupted education systems across the globe, causing school communities to adapt to unique circumstances that are constantly changing. Many schools have had to introduce online/virtual learning or hybrid learning instructional models in accordance with local public health metrics and guidelines over the course of the pandemic. The McKeesport School District spearheaded the creation of the Youth Participatory Action Research (YPAR) project to understand the impact of these changes to instruction and learning environments on school communities during COVID-19, as well as to receive feedback on how online/virtual learning has worked for families, students, and teachers. The YPAR project consisted of three separate one-time online surveys for parents, students, and teachers that were administered by the schools within the district from Jan 19, 2021, to Feb 12, 2021. The quantitative (i.e., questions using Likert scales) and qualitative (i.e., open-ended prompts) survey items were developed with the support of Dr. Ming-Te Wang and his research team at the University of Pittsburgh to assess students' experiences and challenges, school and learning engagement, stress and worry in relation to COVID-19, coping strategies, support received, physical health, online interactions, aspirations, the usefulness of resources, feelings of distress during COVID-19, and work-life balance. This study provided MASD with the information that was needed to plan for the use of the ARP ESSER funds. In September of 2021, Outside Angle and the Dick's Sporting Goods Foundation held four community listening sessions in various locations throughout the community. These sessions allowed all stakeholders the opportunity to share both their likes and dislikes about the school district. The stakeholders were also able to share ideas about what they think the school district needs. From these listening sessions, the school district in partnership with Outside Angle and Dick's Sporting Goods Foundation are planning for the next steps and the ARP ESSER funds can be utilized. During this upcoming January 2022, the University of Pittsburgh will survey all of our 3rd through

12th-grade students to obtain their feedback on all aspects of their education. The survey will look at student stress and mental health, student coping, student physical health, parent instructional support, teacher instructional support, emotional and social support, student engagement, and academic coping. This student data will be utilized to decide where our students need additional supports.

## 5. Use of Stakeholder Input

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

MASD used the information from the "YPAR" project in the development of the LEA Plan for the use of ARP ESSER funds. The students reported challenges associated with emotional health, staying focused and engaged, adapting to virtual learning, and transitioning between in-person and online learning. Students consistently emphasized their appreciation for teachers' availability, academic and emotional support, flexibility, mastery-oriented (as opposed to performance-oriented) approaches, efforts to provide structure and routine, and willingness to continue providing in-person instruction during the pandemic. Students identified the teachers' dedication to high-quality learning environments—regardless of format—as paramount to their ability to make academic progress and maintain their personal well-being. MASD plans to use the ARP ESSER funds to maintain and increase this level of teacher supports so that all students feel supported in all ways. Parents reported that their child/ren were struggling with emotional health, staying focused and engaged, and adapting to virtual and asynchronous learning formats. Parents expressed appreciation for teachers' efforts to support their child/ren's learning. Overall, parents supported a return to full in-person education with continued safety precautions. Parents stated they want to be informed about all aspects of the school district and communication is essential to the success of their child/ren. Teachers described challenges associated with their plans for instruction and students' engagement due to social distancing in the classroom, mask wearing, and disconnection with virtual learners, and many teachers brought up concerns about their ability to maintain high-level instruction with shortened time in the classroom. Despite these challenges, an appreciation for district and school leadership support, mentorship, and colleague support was highlighted throughout teachers' responses. Many teachers described an approach toward mastery goals in their instruction and a focus on making progress and maintaining a level of normalcy for their students. The information gained through this qualitative and quantitative study is guiding our decisions in the development of the LEA Plan for the the use of ARP ESSER funds.

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

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

MASD's leadership team met the week of April 5th, 2021, to begin discussing the needs of the school district and how money from The American Rescue Plan Act of 2021 could be utilized within the school district. These discussions are currently ongoing and will continue for several years to come. The leadership team initially used the "YPAR" project report to gain input from stakeholders. Throughout the month of April and May 2021, the team came up with ways the money could best be used to support student learning as well as the health and safety of all staff and students. At both the

May and June 2021 school board meetings the leadership team's ideas about how to allocate the funds were discussed and the board provided their input into how they felt the funds should be allocated. The Superintendent offered to have a follow-up meeting with the board at any time to discuss any concerns or questions they may have. After the June 2021 board meeting, a final budget was prepared for the use of ARP ESSER funds and the writing of the grant application began. Once the grant application was submitted, the LEA Plan for the use of the funds was placed on the website. During the fall of 2021 when the state released the ARP ESSER 2.5% and the 7% set asides the ongoing discussions moved to what areas of need do our students have that we have not yet addressed. This was when we began to utilize Outside Angle to gain more information from our stakeholders regarding the needs of our students. The district also looked at student data to find areas of weaknesses. During the December 2021 meeting, the plan for this money will be shared with the board and the grant application will be placed on the district website for public viewing. MASD will provide to the public a name, phone number, and email address of a person to contact if they have any questions regarding the use of the funds.

**Section: Narratives - Plan for ARP ESSER Funds**

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

In this third section, CTCs 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 CTC plan for the use of ARP ESSER funds.

**7. Plan for Funds**

How will the CTC spend its ARP ESSER funds as outlined in the fields below ? **(3,000 characters max)**

1. Continuity of Services: How will the CTC 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 CTC 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 CTC 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.
4. Facilities Improvements: How will the CTC 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.
5. Other, i.e summer school, extended day, and staffing

Plan for Funds	Explanation
Continuity of Services	Employ in the CTC 1/2 of an Community and Attendance Outreach Liaison to work with students to reduce absenteeism and focus on why education is critical to success.
Facilities Improvements	MASD continues to coordinate preparedness and response efforts to prevent, prepare for, and respond to COVID-19, including the development and implementation of procedures and systems to undertake such efforts. One system is having effective communication in all areas of the high school and CTC. Communication is critical when identifying areas where social distancing may not be taking place or when administration has been notified of a positive case of COVID-19 and need to contact trace individuals. The purchase of a repeater for the radio system in the high school to allow for better

Plan for Funds	Explanation
	communication between the high school and the CTC.
Access to Instruction	The purchasing and installation of 9 TruTouch interactive boards in each of the CTC program areas aids students in regular and substantive educational interaction between students and their classroom instructors. The interactive boards can also assist in conducting diagnostic, formative, and summative assessments to measure learning.
Continuity of Services	MASD is dedicated to the Continuity of Education for all students, and we understand the importance of providing all students with the opportunity to maintain and develop skills no matter what unforeseen circumstances may arise. MASD strives to educate the whole child, their academic, social and emotional, and physical well-being. We have implemented or will implement many new strategies to address these needs, including revising secondary Math and Social Studies curriculums and developing a streamlined curriculum with identified priority standards, purchasing new materials to support instruction, providing a Chromebook or iPad to all students, smaller class sizes, an afterschool/summer school program, and an extreme focus on attendance. All of these strategies and programs need to have a strong leader to facilitate and guide the implementation with fidelity. Paying for the salary and benefits of 0.5 of the Assistant Principal/Director of CTC will allow for leadership within the CTC program and the implementation of strategies to support student learning.

**Section: Narratives - Monitoring and Measuring Progress**

**Section IV: Monitoring and Measuring Progress**

In this fourth section, CTCs 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**

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

	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>
<p><b>Student learning, including academic impact of lost instructional time during the COVID-19 pandemic</b></p>	<p>All children, especially special needs, low income and students of color, need smaller classes for more academic and social-emotional support, they will need them for the next few years to make up for the myriad losses they have suffered over the course of the last two years due to the pandemic. Smaller classes would also help provide the social distancing that many health experts say is optimal. Research shows smaller classes lead to better outcomes for all kids – especially those who need help the most. Class size reduction has been shown to result in higher test scores, better grades, more engaged students, fewer disciplinary referrals, and less teacher turnover. (classsizematters.org)MASD will purchase after extensive evaluations new programs for 6th - 12th grade Social Studies, Algebra I and II, and Geometry. MASD will align the curriculum to the PA State Standards and purchase new book series that assist with the alignment. Curriculum alignment is crucial in realizing learning objectives and allowing students to have academic success. The curriculum revisions need to address the learning loss that has occurred over the last two years. Standards Work, March 2017 states, "Curriculum is a critical factor in student academic success. Comprehensive, content-rich curriculum is a common feature of academically high-performing countries. The cumulative impact of high-quality curriculum can be significant and matters most to achievement in the upper grades where typical year-on-year learning gains are far lower than in previous grades."MASD will identify, engage and support the students who have missing the most instruction during the two pandemic school years in several ways. MASD will utilize the RTII, MTSS and the Student Assistance Programs at each school to assist students in need with getting the supports necessary.</p>
<p><b>Opportunity to learn measures (see help text)</b></p>	<p>MASD recognizes the importance of Diversity, Equity, and Inclusion. We plan to provide our staff with training in both the areas of Diversity, Equity, and Inclusion as well as Social and Emotional Learning. We have established resiliency workshops that will support educators in addressing the behavioral and social-emotional needs of students in ways that are trauma-informed and culturally responsive. We are working to design impactful school culture, behavior, and discipline systems in each tier of our school with PBIS experts Jessica Hannigan and John Hannigan. We are also training our staff on restorative practices humanize the schooling experience and allow individuals who cause harm to</p>

	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>
	<p>make amends. Learn how to support student ownership of behavior and develop caring classroom discipline.</p>
<b>Jobs created and retained (by number of FTEs and position type) (see help text)</b>	<p>0.5 FTE - Community and Attendance Outreach Liaison (Newly Created Position) 0.5 FTE - Assistant Principal and Director of CTC (Existing Position)</p>
<b>Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)</b>	<ul style="list-style-type: none"> <li>• STEM Activities: included homework help and small group tutoring on STEM activities to improve academic achievement.</li> <li>• Literacy: included homework help and small group tutoring on literacy activities to improve academic achievement.</li> <li>• Tutoring: students received individualized tutoring across all academic subject to improve academic achievement.</li> <li>• Homework Help: Students received homework help across all academic subjects to improve academic achievement.</li> <li>• Remedial Education Activities</li> <li>• Credit Recovery</li> <li>• Instructional Support Services</li> <li>• Drug and Alcohol Prevention Programming</li> <li>• Positive Social Interactions</li> <li>• Counseling and Psychological Services</li> <li>• Alternative Education Services</li> <li>• Arts and Music: students participated in teacher led activities, along with outside enrichment providers</li> <li>• Physical Activity</li> <li>• Community / Service Learning</li> <li>• Mentoring Programs: Students scheduled individual time with a teacher to discuss academic, career, and personal/social goals.</li> </ul>
<b>Impact of Student Social and Emotional Needs</b>	<p>McKeesport ASD intends to purchase a social and emotional universal screening tool to be used for all students. Currently, the data we have regarding social and emotional learning has been provided through The University of Pittsburgh’s Youth Participatory Action Report. This report was a collaboration between the Pitt and the McKeesport Area School District done in February of 2021. The report provided qualitative data through a series of surveys to students, parents, and teachers. The students reported they experienced challenges associated with emotional health, staying focused and engaged, adapting to virtual learning, and transitioning between in-person and online learning. Students also reported that they have been struggling with their motivation and optimism when faced with stressors related to different learning formats and COVID-19 in general. This information has led MASD to want to invest in a social and emotional universal screening tool to be used for all students. The results of this screener will be utilized by the MTSS teams, the school counselors, and the social workers. The results and data obtained from the screener will then guide our next steps in addressing the social and emotional needs of our students. The needs will then determine how the remaining social and emotional funds will be utilized. McKeesport Area School District recognizes that our teachers need to understand the relationship between diversity, equity, and inclusion (DEI) and Social Emotional Learning (SEL). Both of these works together and being more intentional about them in instruction, will help students navigate these tough subjects in their classrooms. The goals are to: ~ Develop a district-wide DEI plan that names the challenges the district aims to work on and outlines specific milestones for the district to reach during the 2021 and 2022 school years. ~ Engage with the existing educator stakeholder group and support a program of shared learning ~ To explore the utility of online learning tools, support the</p>

	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>
	planning for and pilot of a DEI learning platform provided to the district by the Allegheny Intermediate Unit (AIU) and supported by its diversity, equity and inclusion officer.



**Section: Narratives - ARP ESSER Prior Approval**

**ARP ESSER PRIOR APPROVAL**

CTC's that wish to expend ESSER funds on facilities initiatives may be permitted to:

- make facility upgrades to comply with American Disabilities Act requirements
- upgrade HVAC systems
- remediate mold, lead, and other sources of poor indoor air quality
- install mechanical ventilation and/or advanced filtration systems
- replace windows to allow for improved intake of fresh air
- replace plumbing to ensure safe drinking water—among other upgrades that improve the health and safety of school buildings.

All **capital expenditures** supported with federal funds must be pre-approved by PDE. Capital expenditures means expenditures to acquire capital assets (i.e., land, facilities, or equipment over \$5,000 per unit) or expenditures to make additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations, or alterations to capital assets that materially increase their value or useful life.

**Construction** means (A) the preparation of drawings and specifications for school facilities; (B) erecting, building, acquiring, altering, remodeling, repairing, or extending school facilities; (C) inspecting and supervising the construction of school facilities; and (D) debt service for such activities (ESEA section 7013(3), 20 U.S.C. § 7713(3)).

Directions: School Entities seeking prior approval for Construction/Renovation or Other Capital Expenditures must:

Complete the form for each contractor/project that will be supported with ARP ESSER funds. If using multiple vendors for one project, i.e., classroom expansion, enter total cost per vendor to equal the total budgeted cost of the "classroom expansion" project. Completed forms must be uploaded to this section. Prior to uploading forms, they must be signed off by your School Entity's Superintendent/CEO/Executive Director.

Will you be using a portion of your ARP ESSER funds for Construction and/or Other Capital Expenditures? If no please select 'No' and mark section complete.

No

In the table below, please provide the name and type (construction vs. other capital expenditure) of the proposed project and a brief description. Please enter each contractor/project on a separate line in the table.

Name of Proposed Project	Type of Project	Brief Description of Proposed Project

**CHECK HERE** - to assure that you have successfully uploaded your Prior Approval Form(s) if applicable.



**Section: Narratives - Health and Safety Plan Upload and URL**

**CTCs HEALTH AND SAFETY PLAN AND URL**

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

**CTCs are required to add the URL where the approved plan will be posted to the CTC's public website. Please add the URL below.**

<https://www.mckasd.net/Page/668>

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

**Section: Budget - Instruction Expenditures**

**BUDGET OVERVIEW**

**Budget**

\$230,907.00

**Allocation**

\$230,907.00

**Budget Over(Under) Allocation**

\$0.00

**INSTRUCTION EXPENDITURES**

<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
1000 - Instruction	300 - Purchased Professional and Technical Services	\$7,200.00	Installation of 9 TruTouch Interactive Boards
1000 - Instruction	600 - Supplies	\$27,000.00	Purchase of 9 TruTouch Interactive Boards
		<b>\$34,200.00</b>	

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

**BUDGET OVERVIEW**

**Budget**

\$230,907.00

**Allocation**

\$230,907.00

**Budget Over(Under) Allocation**

\$0.00

**SUPPORT AND NON-INSTRUCTION EXPENDITURES**

<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
2600 - Operation and Maintenance	600 - Supplies	\$6,000.00	Radio repeater in the CTC area of the high school.
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$9,675.00	Salary for 0.5 Community and Attendance Liaison position. 2021-2022 school year.
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$8,076.00	Benefits for 0.5 Community and Attendance Liaison position. 2021-2022 school year.
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$19,900.00	Salary for 0.5 Community and Attendance Liaison position. 2022-2023 school year.
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$16,745.00	Benefits for 0.5 Community and Attendance Liaison position. 2022-2023 school year.

<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$2,100.00	Salary for 0.5 Community and Attendance Liaison position. 2023-2024 school year.
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$17,400.00	Benefits for 0.5 Community and Attendance Liaison position. 2023-2024 school year.
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$35,486.00	0.5 of the Salary for the Assistant Principal and Director of CTC for the 2022-2023.
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$21,640.00	0.5 of the Benefits for the Assistant Principal and Director of CTC for the 2022-2023.
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$36,685.00	0.5 of the Salary for the Assistant Principal and Director of CTC for the 2023-2024.
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$23,000.00	0.5 of the Benefits for the Assistant Principal and Director of CTC for the 2023-2024.
		<b>\$196,707.00</b>	

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

	<b>100 Salaries</b>	<b>200 Benefits</b>	<b>300 Purchased Professional and Technical Services</b>	<b>400 Purchased Property Services</b>	<b>500 Other Purchased Services</b>	<b>600 Supplies 800 Dues and Fees</b>	<b>700 Property</b>	<b>Totals</b>
<b>1000 Instruction</b>	\$0.00	\$0.00	\$7,200.00	\$0.00	\$0.00	\$27,000.00	\$0.00	\$34,200.00
<b>1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1300 CAREER AND TECHNICAL EDUCATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1400 Other Instructional Programs – Elementary / Secondary</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1600 * ADULT EDUCATION PROGRAMS</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1700 Higher Education Programs</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1800 Pre-K</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2000 SUPPORT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2100 SUPPORT SERVICES – STUDENTS</b>	\$103,846.00	\$86,861.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$190,707.00
<b>2200 Staff Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2300 SUPPORT SERVICES – ADMINISTRATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

	<b>100 Salaries</b>	<b>200 Benefits</b>	<b>300 Purchased Professional and Technical Services</b>	<b>400 Purchased Property Services</b>	<b>500 Other Purchased Services</b>	<b>600 Supplies 800 Dues and Fees</b>	<b>700 Property</b>	<b>Totals</b>
<b>2400 Health Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2500 Business Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2600 Operation and Maintenance</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$6,000.00	\$0.00	\$6,000.00
<b>2700 Student Transportation</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2800 Central Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3000 OPERATION OF NON-INSTRUCTIONAL SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3100 Food Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3200 Student Activities</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3300 Community Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	<b>\$103,846.00</b>	<b>\$86,861.00</b>	<b>\$7,200.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$33,000.00</b>	<b>\$0.00</b>	<b>\$230,907.00</b>
<b>Approved Indirect Cost/Operational Rate: 0.0000</b>								<b>\$0.00</b>
<b>Final</b>								<b>\$230,907.00</b>



