

## **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?

	<b>Methods Used to Understand Each Type of Impact</b>
<b>Academic Impact of Lost Instructional Time</b>	NWEA Measure of Academic Progress Reading and Math Scores (administered 3x per year); Keystone scores. Individual teacher pre-test/diagnostic tests, midterms, and final exam data; Analysis of this data will help identify which standards were not covered and which need to be retaught for the following school year. Data collected during department, professional learning community (PLC), and grade group bi-weekly meetings where educational losses were discussed. Powerschool attendance data will be analyzed to determine the extent of the absenteeism. Restorative meetings with guardians to determine the root cause of absenteeism. The analysis of data from grade group meetings which showed a clear correlation between absenteeism and subject failures.
<b>Chronic Absenteeism</b>	Powerschool attendance data will be analyzed to determine the extent of the absenteeism. Restorative meetings with guardians to determine the root cause of absenteeism. The analysis of data from grade group meetings which showed a clear correlation between absenteeism and subject failures.
<b>Student Engagement</b>	Analysis of formative assessments in individual classrooms. Results of Student/Family Surveys that were administered throughout the 2020-2021 school year by both individual teachers and school-wide. Information collected from individual teachers demonstrated that group work and student collaboration was lacking during online learning because of limited platform understanding; Student engagement was also lacking during direct instruction as microphones and cameras were not a requirement and caused a distraction due to home life.
<b>Social-emotional Well-being</b>	Over 100% increase in mental health diagnoses and student hospitalization for depression and suicidal ideation. Survey data from Student and Parent/Guardian Surveys. Parent/Guardian outreach to reduce stigma and increase communication. Classroom check-ins to gauge student well being.
<b>Other Indicators</b>	

**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.

<b>Student Group</b>	<b>Provide specific strategies that were used or will be used to identify and measure impacts</b>

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
English learners	<p>Evidence-based intervention programs to address academic needs of our EL population which will include Read 180 and Math 180. These programs have been purchased and will be implemented as our intensive intervention. System 44 has also been purchased as our intervention for students struggling with decoding words. This intervention will be implemented in a small group class with certified EL teachers. Weekly math and reading intervention classes to supplement content provided in regular Math and English courses. Implementation of Edgenuity curriculum to supplement general education teacher content and provide additional opportunities for reinforcement and practice of skills. Academic discussions that allow for language development and peer interaction. In person and remote tutoring, Mentoring program for struggling students. Parent communication from teachers for EL students and PHLOTE families was through Pacific Interpreters.</p>
	<p>Evidence-based intervention programs to address academic needs of our special education and EL population. Read 180 and Math 180 have been purchased and will be implemented as our intensive intervention. System 44 has also been purchased as our intervention for students struggling with decoding words. This intervention will be implemented in a small group class with certified special education teachers. Weekly math and reading intervention classes to supplement content provided in regular Math and English courses. Implementation of Edgenuity curriculum to supplement general education teacher content and provide additional opportunities for reinforcement and practice of skills. In general education classrooms, administration of diagnostic tests to determine strengths and weaknesses; Use of differentiated material based on student ability; Utilization of material based on student interest; Re-teaching (at grade level) and scaffolding when needed; Utilization of co-teaching model between the general education</p>

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
<p>Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])</p>	<p>and special education teacher; Implementation of more project based assessment. In person and remote tutoring, Mentoring program for struggling students. Additional certified special education teachers to provide a continuum of service to students identified with special needs, and support general education teachers through collaboration for additional accommodations and modifications. Splitting the role of administrative staff and instructional staff within the special education department in order to provide more hours of instructional support to students in inclusion classrooms. Extended School Year (ESY) beyond 180 days to students who are eligible; provided both in person and virtually. Students who are required to attend credit recovery and are also eligible for ESY to have push in support with a special education teacher to ensure students are supported during credit recovery in addition to working on IEP goals during ESY time. Special Education related services such as counseling, psychological evaluations, occupational audiology and speech therapies. Licensed Social Worker added to Emotional Support Programming to assist with mental health, and behavioral concerns, trauma informed strategies, as well as interagency support with local community based organizations. Licensed Social Worker added to assist with any additional concerns that may have impacted families due to COVID 19 such as but not limited to mental health illness, food insecurities, grief counseling, financial impact.</p>
	<p>Weekly math and reading intervention classes to supplement content provided in regular Math and English courses. Implementation of Edgenuity curriculum to supplement general education teacher content and provide additional opportunities for reinforcement and practice of skills. Implementation of teacher created</p>

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	diagnostic tests at the beginning of the year to determine strengths and weaknesses; Utilizing material based on student interest; Limiting the amount of “at home requirements” to better meet the demands of the population’s homelife. Deeper dive into curriculum to ensure all ethnicities & races can see themselves throughout history; Utilizing tools such as SHEG & New Visions to develop various ways of interaction. In person and remote tutoring, Mentoring program for struggling students.

**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
<b>Strategy #1</b>	Teacher-Student Mentor Program: Students that were struggling academically or emotionally were assigned a specific teacher mentor to support them. Focus of the teacher-student mentor meetings was on organization, scheduling, time management and on building a 1:1 relationship with a caring adult. Students also completed academic assignments with the teacher mentor. This program will be continued for the upcoming school year. Continuation of the program will allow for more personal interaction between students and staff, and create a sense of support that will lay the foundation to assist in helping with academic engagement and absenteeism.

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

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

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

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

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

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

504 Students; General Education Students who are struggling academically or emotionally

**Reflecting on Local Strategies: Strategy #2**

	Strategy Description
<b>Strategy #2</b>	In Person/ Virtual Tutoring Program: In person tutoring was open to all students. Failing students were encouraged by subject teachers to attend tutoring for academic support and extra credit opportunities which provided them with an incentive to pinpoint why students were struggling or failing a subject.

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:

Students who suffered from technology issues (poor WiFi, small computer screen, difficulty navigating technology) could get help one-on-one as well as interact with the teacher in a way that couldn't

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.

504 Students; General Education students who are struggling academically or socially/emotionally

**Reflecting on Local Strategies: Strategy #3**

	Strategy Description
Strategy #3	Improved Technology: One-to-One Computer Program plus Providing HotSpots for students in need

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:**

All student groups, but provided extra support to students in the lowest socio-economic groups who had families that could not afford personal computers or consistent internet access.

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

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

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



## **Section: Narratives - Engaging Stakeholders in Plan Development**

### **Section II: Engaging Stakeholders in Plan Development**

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

#### **4. Stakeholder Engagement**

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

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

Prep Charter's Leadership Team consisting of: the CEO, Principal, Vice-Principal for Curriculum & Instruction, Dean of Student Culture, CFO, Director of Counseling, Director of Data & Information, Director of Special Education, Director of ELL, Director of Maintenance and Director of Security, along with Department Chairpersons representing teachers in mathematics, science, social studies, English/Language Arts, and Technology collaborated on the development of the ESSER application..In addition to school staff, a subcommittee of Prep Charter's Board of Trustees, The President of the school's parent organization, as well as parents who represent the make-up of the school's population, reviewed the draft application and discussed the data on which the narratives of the application were based.Draft copies of the narrative describing Prep Charter's plan for the upcoming school were circulated to teachers and staff for review and input. The guiding question for all stakeholders who participated in the process was, "Does our plan account for all of the following?"

- Students from low-income families
- Students from each racial and ethnic group (e.g. identifying disparities and allowing future instructional strategies to focus 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 all Prep students eligible under the Individuals with Disabilities Education Act (IDEA)
- Students experiencing homelessness
- Youth in foster care
- Other groups disproportionately impacted by the pandemic (e.g. youth involved in the criminal justice system, students who have missed the most in-person instruction during 2019-20 and 2020-21 school years, students who did not consistently participate in remote instruction when offered during school building closures and LGBTQ+ students)

#### **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)**

Minutes from stakeholder meetings were shared with the application team and every effort was made to incorporate the input into the strategy descriptions as well as the descriptions of where the greatest impacts could be expected. Updated drafts of the various components of the strategies and anticipated impacts were shared with stakeholders to ensure that input was effectively incorporated into the application narrative.

#### **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)**

Once the application was finalized it was presented at the Prep Charter Board of Trustees meeting on August 14, 2021 for discussion and approval. The application was approved by a vote of 11-0. The application was then posted on the Prep Charter website. The website has a feature that allows documents to be translated into a variety of languages. Also, the school's communication system, e.g. robo call, text and email system was used to alert parents and the public that the finalized application was available for review on the website. Prep Charter's Director of Special Education and the Director of EL worked collaboratively to ensure that anyone with a disability who required the report in an alternate format was accommodated

## **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.

Read 180/ Math 180 With its blended learning approach, READ 180 and Math 180 give everyone in the classroom the unique tools they need to thrive anytime, anywhere. Students and teachers can customize the learning experience using informative assessments and a flexible rotation model that combines traditional and online instruction. Edgenuity Supplemental Computer-Based Course Content will provide the following value: 1. initial and on-going assessments; 2. research-based, explicit instruction; 3. strengthening of foundational skills; 4. assist students to build self-confidence; 5. help to overcome challenging concepts Virtual Keystone Tutoring-Keystone works with tutors to provide one-to-one tutoring online, meaning that students receive instruction tailored to their unique learning style and requirements. One of the main values of Keystone's online tutoring success is the trust in the quality of Keystone tutors, the medium as a secondary consideration. Langan reading skills (electronic seats and print)-College Writing Skills with Readings is a rhetoric with readings that will help students master the traditional five-paragraph essay and variations of this essay. It is a very practical book with a number of unique features designed to aid instructors and students. Provide students with after school tutoring and activities to foster a sense of community and allow students time to close learning gaps. Teachers will work with students to identify areas where the after-school tutoring program can offer the greatest value. Certified teachers will meet with students and provide support where it is most needed to close academic gaps. Quality training on educational support technology (i.e existing software/hardware)- Significant professional development is planned for the upcoming school year to continue assisting teachers and support personnel in the effective use of technology. Sessions include- Schoology, a Learning Management System that enables teachers to create and post instructional and supporting materials, track progress and correlate with EL and Special education teachers to ensure students receive the support necessary to succeed; Performance Matters - allows educators to query instructional data to help identify students by race, ethnicity, gender, etc. who are struggling most; Edgenuity- Langan Reading, Educational Software/ Applications to enhance student learning (ex. Nearpod, Edpuzzle, Kami, etc.) - Specific training will be provided to ensure these software tools are effectively integrated into the planning, delivery and assessment of instruction. Continued use of one on one laptops; Charging carts have been purchased for each classroom to ensure students have accessed to a fully charged laptop during the school day. Additional ChromeBooks are available to loan to students who do not have an appropriate device at home. Writing tablets to connect with the computer (notes taken, used during science classes and editing for English)

#### **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.

Teacher-Student After-School Mentor Program  
 SAT Prep Programs for Juniors and Seniors looking to improve scores (AND training for teachers to run these programs)  
 Project Wayfinder - Evidence-based schoolwide SEL program using CASEL's five core competencies

**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)**

NA

**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)
<b>20 Percent Reservation</b>	4,362,743	20%	872,549

**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:

	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>
<b>Student learning, including academic impact of lost instructional time during the COVID-19 pandemic</b>	NWEA Measure of Academic Progress Reading and Math Scores (administered 3x per year); Keystone scores. Individual teacher pre-test/diagnostic tests, midterms, and final exam data; Analysis of this data will help identify which standards were not covered and which need to be retaught for the following school year. Data collected during department, professional learning community (PLC), and grade group bi-weekly meetings where educational losses were discussed.
<b>Opportunity to learn measures (see help text)</b>	The following categories are covered in the Opportunity to Learn Measures: Curriculum & Scheduling, Staffing, Materials & Equipment and Facilities. Each of these categories will be correlated to : Identified Needs, Immediate impact on students; Long-term resource solutions in the forms of requests; Funding source or other solution to ensure implementation
<b>Jobs created and retained (by number of FTEs and position type) (see help text)</b>	Prep Charter will use comparative data from NWEA Measure of Academic Progress Reading and Math Scores (administered 3x per year); Keystone scores, Individual teacher pre-test diagnostics, midterms and finals to determine the impact of number of FTE and position type by analyzing data gathered prior to the positions being added and following the positions being added.
<b>Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)</b>	Prep Charter will monitor participation in programs funded by ARP ESSER resources by measuring the enrollment in the programs prior to and following the ARP ESSER resources being made available. We expect participation to grow due to the fact that summer and after school program offerings will be increased due to ARP ESSER resources.

**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 LEA<sup>1</sup>. 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.

<sup>1</sup>Calculations 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**

\$4,362,743.00

**Allocation**

\$4,362,743.00

**Budget Over(Under) Allocation**

\$0.00

**INSTRUCTION EXPENDITURES**

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$2,275,006.00	Teacher Salaries
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$796,252.00	Related Benefits
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$150,000.00	Curriculum Review and Development
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$75,000.00	Wayfinder, curriculum & books, kickboard,
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$64,842.00	Chromebooks and related software
1100 - REGULAR PROGRAMS – ELEMENTARY /	100 - Salaries	\$40,000.00	1% Summer School Salaries

**Project #: 223-21-0851**  
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**AUN: 126512960**  
**Grant Content Report**  
**Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

Function	Object	Amount	Description
SECONDARY			
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$161,200.00	1% Afterschool Salaries
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$598,089.00	SEL Salaries
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$131,083.00	Reading Support Specialist
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$45,879.00	Related Benefits
		<b>\$4,337,351.00</b>	

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

**BUDGET OVERVIEW**

**Budget**

\$4,362,743.00

**Allocation**

\$4,362,743.00

**Budget Over(Under) Allocation**

\$0.00

**NON-INSTRUCTIONAL EXPENDITURES**

<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$25,392.00	Wayfinder, trauma informed, (2 years)
		<b>\$25,392.00</b>	

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**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	\$3,205,378.00	\$842,131.00	\$150,000.00	\$0.00	\$0.00	\$139,842.00	\$0.00	\$4,337,351.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support Services	\$0.00	\$0.00	\$25,392.00	\$0.00	\$0.00	\$0.00	\$0.00	\$25,392.00

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	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
<b>2300 SUPPORT SERVICES – ADMINISTRATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<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	\$0.00	\$0.00	\$0.00
<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>\$3,205,378.00</b>	<b>\$842,131.00</b>	<b>\$175,392.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$139,842.00</b>	<b>\$0.00</b>	<b>\$4,362,743.00</b>



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	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
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$4,362,743.00