

Section: Narratives - Assessing Impacts and Needs

LEA ARP ESSER APPLICATION

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

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

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

Section I: Assessing Impacts and Needs

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

Indicators of Impact

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

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

	Methods Used to Understand Each Type of Impact
Academic Impact of Lost Instructional Time	Individual student data will be analyzed using beginning of year and end of year benchmarking from both the 2019-2020 and 2020-2021 school years, specifically the iReady Diagnostic Tool.
Chronic Absenteeism	Attendance data, including truancy and habitual truancy data, will be analyzed for both the 2019-2020 and 2020-2021 school years. The School will compare aggregate data (overall number of days missed, excused absences versus unexcused absences, three-day truancy letters, six day truancy letters, and magistrate referrals) but will also compare data at the individual student level.
Student Engagement	Feedback on the impact of the pandemic on student engagement will be obtained through the School's Annual Parent Satisfaction Survey, as well as a proposed climate survey of students relating to the school environment. Most school activities were disrupted during the prior 16 month period. These activities are anticipated to return during the upcoming 2021-2022 school year.
Social-emotional Well-being	Feedback on the impact of the pandemic on social emotional well-being of students will be obtained through a proposed climate survey of students relating to the school environment, as well as informal feedback from the School Counselor, School Psychologist and Director of Student Affairs (obtained from student interaction and conversation) as well as from feedback obtained from students engaged in Student Council.
Other Indicators	

Documenting Disproportionate Impacts

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

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
	The academic impact of the pandemic will be identified and measured utilizing data from both

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	the iReady benchmarking assessment as well as ongoing progress monitoring by the learning support staff. Social-emotional impact will be measured by the proposed student climate survey. Feedback will also be ascertained through behavior data collected by teachers as part of existing student behavior plans.
English learners	The academic impact of the pandemic will be identified and measured utilizing data from both the iReady benchmarking assessment as well as ongoing progress monitoring by the learning support staff. Social-emotional impact will be measured by the proposed student climate survey. Student attendance data will also be analyzed.
Students from low-income families	The academic impact of the pandemic will be identified and measured utilizing data from both the iReady benchmarking assessment as well as ongoing progress monitoring by the learning support staff. Social-emotional impact will be measured by the proposed student climate survey. Student attendance data will also be analyzed.

Reflecting on Local Strategies

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

	Strategy Description
Strategy #1	Implementation of after-school tutoring during the Spring of 2021 in Reading, Math and Science who were identified as potentially benefitting from this program based on attendance and academic performance. The School will offer summer and fall tutoring, as well as partner with the local YMCA on the summer Power Scholars Academy Program to help mitigate learning loss.

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

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

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

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

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

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

Reflecting on Local Strategies: Strategy #2

	Strategy Description
	The School implemented multiple year-end activities for students that otherwise would not have been planned, to provide opportunities for students to engage with eachother outside of the traditional classroom. In

	Strategy Description
Strategy #2	addition, the school will offer the Power Scholars Academy programs during June/July/August of 2021. The program will focus on academic remediation in Reading, Math and Science who were identified as potentially benefitting from this program based on attendance and academic performance. In addition to focusing on academic remediation, the summer program will provide students with opportunities to engage with each other at a social-emotional level, and will address issues such as team building, conflict resolution and stress management.

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

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

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

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

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

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

Reflecting on Local Strategies: Strategy #3

	Strategy Description
Strategy #3	Expanding the School's Response to Instruction and Intervention program by adding additional certified teachers to provide small-group and one-one-one remediation and enrichment. After federal funds have been expended, these teachers will be retained as part of our high-quality public charter school expansion plan.

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

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

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

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

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

- Migrant students
- Other student groups: (provide description below)

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

Section: Narratives - Engaging Stakeholders in Plan Development

Section II: Engaging Stakeholders in Plan Development

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

4. Stakeholder Engagement

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

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

Bear Creek Community Charter School will seek input from key stakeholder groups using informal surveys and in-person dialogue including staff members (regular education, special education, ESL staff, school counselor, school psychologist, special education director) as well as parents (annual parent survey and PTO meeting). The Board of Trustees will also be consulted. Over the course of the grant period, their may be emerging needs identified by staff, parents, students and other stakeholders that will need to be considered, so ongoing fluidity in consultation and planning will be required.

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)**

A common theme among the feedback received from all stakeholder groups was the concern the reduction of in-person instruction had on student academic performance, and what remedial measures the school would implement to make up for learning loss. This common theme has been incorporated into intervention strategies that have been implemented (Spring after-school tutoring 2021) and will be implemented in proposed intervention strategies, including a Summer Tutoring Program, Summer Power Scholars Academy, credit recovery program, and Fall 2021 and Spring 2021 after-school tutoring.

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

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AUN: 118400001
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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)**

Bear Creek Community Charter School's school leadership team has submitted its current plan to the School's Board of Trustees, which has been approved. It will be submitted to PDE and made available on the School's web site at www.bearcreekschool.com. Anyone who is unable to utilize the written plan will be able to visit the school for a personal discussion - or a Zoom! conference call to review/discuss the plan. Because student/school needs continue to emerge and develop over time, the School's plan to utilize ARP ESSER Funds may change over time. Flexibility is key in ensuring funds are used to adequately meet local needs. An updated plan will be provided for Board approval, submitted to PDE and posted on the School's web site as necessary.

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.

Bear Creek Community Charter School has identified students negatively impacted by the pandemic using attendance/truancy data, academic benchmarks, and academic assessment data and has encourage them to participate in after-school tutoring during March and April 2021. The School will be inviting these students to a six-week summer tutoring program. Students in fifth through eighth grades who are at risk of failing will be offered a summer credit recovery program to allow them to progress to the next grade level. The School is also partnering with the local YMCA to offer students in first, second, third and fourth grades an academic enrichment program for six weeks during the summer of 2021 (PowerScholars Academy). The PowerScholars Academy program also provides strategies and activities that support social-emotional learning. Finally, the School will coordinate additional after-school tutoring programs in the Fall of 2021 and the Spring of 2022, as well as ongoing academic enrichment as part of the embedded RtII program that was in place pre-pandemic. Bear Creek Community Charter School will also hire additional certified teaching staff to expand the School's Response to Instruction and Intervention program, to provide supplemental, remediation and enrichment to students most at risk. Because the post-pandemic needs of both students and school continue to emerge, Bear Creek Community Charter School intends to revisit the most appropriate use of ARP ESSER funding as the year progresses.

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.

ARP ESSER funds will also be used to ensure continuity of in-person instruction in a safe and healthy learning environment including increased sanitation protocols, additional student activities promoting social-emotional learning, integration of the latest educational technology in the classroom to promote efficiency in learning as well as enhanced remote learning and truancy mitigation, providing students with the opportunities for extended learning during the summer by participating in academic programs at local colleges, universities and non-profit organizations. Additional educational and social/emotional support spaces will be established for students to promote social distancing, including the furnishing of an outdoor classroom.

Funding will also be used to retain experienced teaching staff and hire new teaching staff in a highly competitive employment market. Additional investments will be made to make processes more efficient, limiting unnecessary human contact, and making educational opportunities more readily available to students and families in underserved communities. Providing educational and social-emotional resources to students, parents, families and staff will also be a priority. Because the post-pandemic needs of both students and school continue to emerge, Bear Creek Community Charter School intends to revisit the most appropriate use of ARP ESSER funding as the year progresses.

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)

N/A

10. 20% Reservation Calculation

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

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

	ARP ESSER Allocation	Reservation Requirement	Reservation Amount (calculated on save)
20 Percent Reservation	1,649,713	20%	329,943

Section: Narratives - Monitoring and Measuring Progress

Section IV: Monitoring and Measuring Progress

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

11. Capacity for Data Collection and Reporting

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

	Data Collection and Analysis Plan (including plan to disaggregate data)
Student learning, including academic impact of lost instructional time during the COVID-19 pandemic	Bear Creek Community Charter School will evaluate the students participating in both the after-school tutoring programs as compared to those who were invited. We will disaggregate this data by race, economically disadvantaged, special education and ELL) and compare academic benchmark data gathered prior to the implementation of these remediation strategies and after implementation to evaluate impact.
Opportunity to learn measures (see help text)	Bear Creek Community Charter School will evaluate student access to technology pre-pandemic and post-pandemic. We will also solicit input from parents as part of the Annual Parent Satisfaction Survey, to determine the School's performance in meeting the needs of student's during the pandemic, as well as post-pandemic.
Jobs created and retained (by number of FTEs and position type) (see help text)	Bear Creek Community Charter School anticipates a substantial decrease in funding from local school districts (charter school tuition) as a result of districts using ARP ESSER funding to supplant regular, ongoing expenditures. In turn, Bear Creek Community Charter School will need to utilize a portion of its ARP ESSER allocation to offset this reduction in local funding to retain its existing high-quality staff and educational programming. This data will be reported in the Charter Annual Report.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	Bear Creek Community Charter School will evaluate the students participating in both the after-school tutoring programs as compared to those who were invited. We will disaggregate this data by race, economically disadvantaged, special education and ELL) and compare academic benchmark data gathered prior to the implementation of these remediation strategies and after implementation to evaluate impact.

Section: Narratives - ARP ESSER Assurances

ARP ESSER Fund Assurances

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



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



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

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



The LEA will cooperate with any examination of records with respect to such funds by making

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



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



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



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



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



The LEA will comply with all ARP Act and other ARP ESSER requirements, including but not limited to complying with the maintenance of equity provisions in section 2004(c) of the ARP

Act. Under Maintenance of Equity, per-pupil funding from state and local sources and staffing levels for *high poverty schools* may not be decreased by an amount that exceeds LEA-wide reductions in per-pupil funding and staffing levels for *all schools* served by the LEA¹. High poverty schools are the 25 percent of schools serving the highest percent of economically disadvantaged students in the LEA as measured by information LEAs submitted in PIMS that includes individual student data and identifying if the student meets economically disadvantaged criteria. This data is used to calculate school poverty percentages . Note: An LEA is exempt from the Maintenance of Equity requirement if the LEA has a total enrollment of fewer than 1,000 students, operates a single school, serves all students in each grade span in a single school, or demonstrates an exceptional or uncontrollable circumstance, as determined by the United States Secretary of Education.

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



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



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



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



The LEA's Health and Safety Plan will include (1) how the LEA will, to the greatest extent practicable, support prevention and mitigation policies in line with the most up-to-date guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff; (2) how the LEA will ensure continuity of services, including but not limited to services to address the students' academic needs, and students' and staff members' social, emotional, mental health, and other needs, which may include student health and food services; (3) how the LEA will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policy on each of the following safety recommendations established by the CDC: (a) universal and correct wearing of masks; (b) modifying facilities to allow for physical distancing (e.g., use of cohorts/podding); (c) handwashing and respiratory etiquette; (d) cleaning and maintaining healthy facilities, including improving ventilation; (e) contact tracing in combination with isolation and quarantine, in collaboration with the State and local health departments; (f) diagnostic and screening testing; (g) efforts to provide vaccinations to school communities; (h) appropriate accommodations for children with disabilities with respect to health and safety policies; and (i) coordination with state and local health officials.



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



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



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

Section: Narratives - LEA Health and Safety Plan Upload

LEA HEALTH AND SAFETY PLAN

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



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

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$1,650,887.00

Allocation

\$1,650,887.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$975,000.00	Educational salaries, including teachers and paraprofessionals. Including supporting after-school and summer remediation programs.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$226,174.00	Educational benefits, including teachers and paraprofessionals. Including supporting after-school and summer remediation programs.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$200,000.00	Educational salaries, including teachers and paraprofessionals. Including supporting after-school and summer remediation programs.
			Educational salaries,

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Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$25,000.00	including teachers and paraprofessionals. Including supporting after-school and summer remediation programs.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$99,713.00	Supplies and materials to support remedial instructional strategies for students. Equipment to support enhanced remote learning.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$20,000.00	Supplies and materials to support remedial instructional strategies for students.
1000 - Instruction	300 - Purchased Professional and Technical Services	\$25,000.00	High quality professional development for staff to align with professional development survey, health and safety plan, and addressing the needs of staff.
		\$1,570,887.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$1,650,887.00

Allocation

\$1,650,887.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
3200 - Student Activities	600 - Supplies	\$50,000.00	Social-emotional programs and activities for students.
2600 - Operation and Maintenance	600 - Supplies	\$30,000.00	Equipment and supplies for increase in facility sanitation.
		\$80,000.00	

Project #: 223-21-1039
Agency: Bear Creek Community CS
AUN: 118400001
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

Section: Budget - Budget Summary

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$25,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$25,000.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$975,000.00	\$226,174.00	\$0.00	\$0.00	\$0.00	\$99,713.00	\$0.00	\$1,300,887.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$200,000.00	\$25,000.00	\$0.00	\$0.00	\$0.00	\$20,000.00	\$0.00	\$245,000.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

**Project #: 223-21-1039
Agency: Bear Creek Community CS
AUN: 118400001
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$30,000.00	\$0.00	\$30,000.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$50,000.00	\$0.00	\$50,000.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$1,175,000.00	\$251,174.00	\$25,000.00	\$0.00	\$0.00	\$199,713.00	\$0.00	\$1,650,887.00

Project #: 223-21-1039
Agency: Bear Creek Community CS
AUN: 118400001
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$1,650,887.00

Section: Narratives - Needs Assessment

Introduction

The findings of a recent study showed that there is a significant benefit to students who participate in out-of-school-time (OST) programs. In fact, the [Return on Investment of Afterschool Programs in Pennsylvania](#) study determined that for every dollar invested in after-school programming for students there was a return of \$6.69 in potential benefits to students, including reduced rates for drop-outs, teen pregnancy, substance abuse, crime and delinquency ([Link to PSAYDN.org](#)).

In accordance with the American Rescue Plan (ARP) Act and Pennsylvania Act 24 of 2021 (Act 24), the Pennsylvania Department of Education (PDE) will award approximately \$50,000,000 or one percent (1%) of Pennsylvania's ARP Elementary and Secondary School Education Relief (ESSER) State Reserve funds to support school districts, charter schools and cyber charter schools (collectively, LEAs) in the development and implementation of comprehensive after-school programs to address learning loss in response to the academic, social, emotional and mental health needs of students and subgroups of students impacted by COVID-19 public health emergency that supplement school programs and activities.

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

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

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

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

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

Indicators of Impact

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

Benchmark academic data (end of last year and beginning of this year) for Reading and Math using iReady diagnostic software, as well as teacher input and data from formative and summative assessments.

Section: Narratives - After-school Program

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

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

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
Major Racial and Ethnic Groups	Academic Growth	123	Academic benchark data and data from formative and summative assessments were used to identify students who could benefit from after-school tutoring, including at-risk students. In-person tutoring two days per week is currently underway for students in grades K-3 and virtual tutoring is being offered to students in grades 4-8. This process will be reprinted in January/February of 2022.
			Academic benchark data and data from formative and summative assessments were used to identify students who could benefit from after-school tutoring,

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
Children from Low-Income Families	Academic Growth	253	including at-risk students. In-person tutoring two days per week is currently underway for students in grades K-3 and virtual tutoring is being offered to students in grades 4-8. This process will be repeated in January/February of 2022.
English Learners		9	Academic benchmark data and data from formative and summative assessments were used to identify students who could benefit from after-school tutoring, including at-risk students. In-person tutoring two days per week is currently underway for students in grades K-3 and virtual tutoring is being offered to students in grades 4-8. This process will be repeated in January/February of 2022.
			K-Kids and Builder's Club after-school programs providing

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
Children from Low-Income Families	Emotional Wellness	253	structured social and service activities for students, using staff and parents and mentors. K-8
Major Racial and Ethnic Groups	Emotional Wellness	123	K-Kids and Builder's Club after-school programs providing structured social and service activities for students, using staff and parents and mentors. K-8
Children with Disabilities	Emotional Wellness	102	K-Kids and Builder's Club after-school programs providing structured social and service activities for students, using staff and parents and mentors. K-8
English Learners	Emotional Wellness	9	K-Kids and Builder's Club after-school programs providing structured social and service activities for students, using staff and parents and mentors. K-8
Gender	Emotional Wellness	512	K-Kids and Builder's Club after-school programs providing structured social and service activities for students, using staff and parents and

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
			mentors. K-8

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

Certified teachers will utilize the after-school tutoring as an extension of classroom learning and will utilize existing evidence-based resources through Houghton Mifflin Harcourt and iReady, as well as supplemental materials available through SAS.

4. Describe the staff that will provide the after- school program (i.e., Internal staff or outside resources).

Number of Staff Members	Internal/Outside Provider	Role
18	Internal	Certified teachers.



- a. **The LEA assures it understands it is responsible to offer the work to its internal employees prior to engaging outside entities.**



- b. **The LEA assures it understands it is responsible to ensure that all after-school program staff hold the appropriate certifications for the program that is being delivered.**

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

Tool Used to Evaluate Success	Frequency of Use	Expected Results

Tool Used to Evaluate Success	Frequency of Use	Expected Results
iReady Diagnostic Software	Twice annually.	Individual academic growth towards grade-level goals in both Reading and Math.
Formative & Summative Assessments	Ongoing	Classroom teachers are administering the after-school tutoring, and will utilize the formative and summative assessments administered frequently in the classroom as part of the school's curriculum to evaluate the results of the supplemental tutoring initiatives.

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

Parents are supporting the school's after-school tutoring program by providing transportation to students in grades K through 3 and by ensuring students in grades 4 through 8 actively engage in the virtual tutoring, as well as providing the internet connection required. Parents are also engaged in the on-campus, after school K-Kids Club and Builder's Club supporting activities related to the social/emotional well-being of students.

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget

\$18,330.00

Allocation

\$18,330.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$18,330.00	Salaries of teachers providing supplemental after-school tutoring initiatives.
		\$18,330.00	

Section: Budget - Support and Non-Instructional Expenditures

Support and Non-Instructional Expenditures

Budget

\$18,330.00

Allocation

\$18,330.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
		\$	
		\$0.00	

Section: Budget - Budget Summary
BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$18,330.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$18,330.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
Services								
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

	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
	\$18,330.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$18,330.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$18,330.00

Section: Narratives - Needs Assessment

Introduction

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

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

Percentage of LEA Allocation - Required Activities

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

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

8% - To address reading remediation and improvement for students

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

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

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

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

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

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

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

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

Indicators of Impact

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

	Method used to Understand Each Type of Impact
Social and Emotional Learning	Parent survey completed at the end of the 2020-2021 and will be completed again at the end of the 2021-2022 school year. Evaluation of data relating to school counseling referrals and school counselling sessions during the school year. Feedback from students through a formal survey and informal input collected through the school's Positive Behavior Intervention and Support Program, including behavior data collected using the LiveSchool Software.
Professional Development for Social and Emotional Learning	Input from staff as their result of monthly Professional Learning Community meetings as well as the annual staff professional development survey.
Reading Remediation and Improvement for Students	Data collected through the iReady diagnostic software, including the two benchmark assessments each year as well as ongoing iReady assessment data, as well as PSSA and PVAAS data.
Other Learning Loss	Data collected through the iReady diagnostic software, including the two benchmark assessments each year as well as ongoing iReady assessment data, as well as PSSA and PVAAS data.

Documenting Disproportionate Impacts

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

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Children with Disabilities	Reading Remediation and Improvement	Specific block of time desinated in the daily schedule (RtII) for remediation and enrichment, as well as opportunities for after-school and summer academic tutoring and summer academic and social-emotional programming. Impact/outcome will be measured using iReady and Bell Xcel assessments as well as feedback received from students and parents through direct interaction and surveys.
Children with Disabilities	Social and Emotional Learning	Specific block of time desinated in the daily schedule (RtII) for remediation and enrichment, as well as opportunities for after-school and summer academic tutoring and summer academic and social-emotional programming. Impact/outcome will be measured using iReady and Bell Xcel assessments as well as feedback received from students and parents through direct interaction and surveys.
Children with Disabilities	Other Areas of Learning Loss	Math and Science, in addition to Reading. Specific block of time desinated in the daily schedule (RtII) for remediation and enrichment, as well as opportunities for after-school and summer academic tutoring and summer academic and social-emotional programming. Impact/outcome will be measured using iReady and Bell Xcel assessments as well as feedback received from students and parents through

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		direct interaction and surveys.
Children from Low-Income Families	Reading Remediation and Improvement	Specific block of time desinated in the daily schedule (RtII) for remediation and enrichment, as well as opportunities for after-school and summer academic tutoring and summer academic and social-emotional programming. Impact/outcome will be measured using iReady and Bell Xcel assessments as well as feedback received from students and parents through direct interaction and surveys.
Children from Low-Income Families	Social and Emotional Learning	Specific block of time desinated in the daily schedule (RtII) for remediation and enrichment, as well as opportunities for after-school and summer academic tutoring and summer academic and social-emotional programming. Impact/outcome will be measured using iReady and Bell Xcel assessments as well as feedback received from students and parents through direct interaction and surveys.
Children from Low-Income Families	Other Areas of Learning Loss	Math and Science, in addition to Reading. Specific block of time desinated in the daily schedule (RtII) for remediation and enrichment, as well as opportunities for after-school and summer academic tutoring and summer academic and social-emotional programming. Impact/outcome will be measured using iReady and

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		Bell Xcel assessments as well as feedback received from students and parents through direct interaction and surveys.
English Learners	Reading Remediation and Improvement	Specific block of time desinated in the daily schedule (RtII) for remediation and enrichment, as well as opportunities for after-school and summer academic tutoring and summer academic and social-emotional programming. Impact/outcome will be measured using iReady and Bell Xcel assessments as well as feedback received from students and parents through direct interaction and surveys.
English Learners	Social and Emotional Learning	Specific block of time desinated in the daily schedule (RtII) for remediation and enrichment, as well as opportunities for after-school and summer academic tutoring and summer academic and social-emotional programming. Impact/outcome will be measured using iReady and Bell Xcel assessments as well as feedback received from students and parents through direct interaction and surveys.
English Learners	Other Areas of Learning Loss	Math and Science, in addition to Reading. Specific block of time desinated in the daily schedule (RtII) for remediation and enrichment, as well as opportunities for after-school and summer academic tutoring and summer academic and

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		social-emotional programming. Impact/outcome will be measured using iReady and Bell Xcel assessments as well as feedback received from students and parents through direct interaction and surveys.

Section: Narratives - Learning Loss Program Questions

Learning Loss Program Questions: In this section, LEAs are asked to describe the activities they have designed to support accelerated learning to combat learning loss caused by the COVID-19 pandemic for their students. Please use the following link to ensure that your calculated values below are equal to the values published on PDE's website. The file contains your LEA's MINIMUM required reserves for Learning Loss to address SEL, SEL PD, and Reading Improvement. [Click to download reserve amounts.](#)

*LEA's can choose to spend MORE than the minimum required reserves for Learning Loss. Those values will be entered in the budget sections.

Section 3a – Social and Emotional Learning: As schools across the Commonwealth return to school, LEAs face increased challenges in addressing the mental health needs of their students and staff. LEAs are required to utilize **A MINIMUM of THIRTY PERCENT (30%)** of funding available through this grant application to support the Social and Emotional Learning of their students. In this section, LEAs are asked to describe the activities they have designed to address these needs. Please reference the SEL framework to assist in developing this plan.

3. Calculate 30% of LEA Allocation as the **MINIMUM REQUIRED RESERVE** for Social and Emotional Learning. *(Calculation will populate when you click the Save button)*
 - *This value will be needed in the corresponding budget section.*

	Total LEA Allocation	Multiply by 30% (.30)	Minimum Allocation for SEL
Minimum 30% SEL Requirement	91,650	30%	27,495

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

Parent survey completed at the end of the 2020-2021 and will be completed again at the end of the 2021-2022 school year. Evaluation of data relating to school counseling referrals and school counselling sessions during the school year. Feedback from students through a formal survey and informal input collected through the school's Positive Behavior Intervention and Support Program, including behavior data collected using the LiveSchool Software.

5. Program/Activities – Please describe the planned program activities and identify the type of activity

and the number of students to be served by that activity.

Program Activity	Student Group	Type (Universal, Targeted, Intensive)	Number of Students Served
Builder's Club & K-Kids	Major Racial and Ethnic Groups	Universal	123
Builder's Club & K-Kids	Children from Low-Income Families	Universal	253
Builder's Club & K-Kids	Children with Disabilities	Universal	102
Builder's Club & K-Kids	English Learners	Universal	9
Builder's Club & K-Kids	Gender	Universal	512
After School Hiking Club		Universal	512

6. How will the LEA assess the success of the SEL program? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Student/Parent Survey	Annual	Feedback that acknowledges that the programing provided was beneficial and provided value to students in supporting social/emotional well-being.

Section 3b – Social and Emotional Learning Professional Development: LEAs face increased challenges in addressing the mental health needs of their students and staff. LEAs are required to utilize **A MINIMUM OF TEN PERCENT (10%)** of funding available through this grant application to support professional development activities and technical assistance for educators, school support staff, school leaders and school health professionals to address the social, emotional and mental health needs of students. In this section, LEAs are asked to describe the activities they have designed to address these needs.

7. Calculate 10% of LEA Allocation as the **MINIMUM REQUIRED RESERVE** for Social and Emotional Learning Professional Development. (Calculation will populate when you click the Save button)

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

	Total LEA Allocation	Multiply by 10% (.10)	Minimum Allocation for SEL PD
Minimum 10% SEL PD Requirement	91,650	10%	9,165

8. Describe the planned professional development activities and how the activity will ensure that teachers/staff are equipped with training/support on the following:
- Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;
 - Identifying signs of possible mental health issues and providing culturally relevant support;
 - Motivating students that have been disengaged;
 - Mentoring students who have attendance issues before it becomes a pattern;
 - Self-care and mindfulness strategies for teachers;
 - Engaging and communicating effectively with parents;
 - Working with community agencies to address non-academic needs.

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other)	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
d. Mentoring students who have attendance issues before it becomes a pattern;	30	Teacher	School Counselor & School Psychologist	Internal Staff	Providing staff, including teachers, with strategies that can be implemented school-wide to encourage student attendance and minimize absenteeism.

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other)	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
b. Identifying signs of possible mental health issues and providing culturally relevant support;	30	Teacher	The Lou Ruspi Jr. Foundation (LRJ)	External Contractor	Teachers and other school staff will learn user-friendly and concrete ways to identify mental health concerns and suicide risk factors. LRJ's licensed counselors will guide teachers through a clear map of how to help students thinking of suicide or self-harm. Teachers will learn effective coping skills for mental health concerns and ways to better connect with struggling students. Training topics will include mental health, depression, anxiety, bipolar disorder, self-harm behaviors, LGBTQ issues, and suicide awareness and prevention.
					Teachers and

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other)	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
b. Identifying signs of possible mental health issues and providing culturally relevant support;	1	Counselor	The Lou Ruspi Jr. Foundation (LRJ)	External Contractor	<p>other school staff will learn user-friendly and concrete ways to identify mental health concerns and suicide risk factors. LRJ's licensed counselors will guide teachers through a clear map of how to help students thinking of suicide or self-harm. Teachers will learn effective coping skills for mental health concerns and ways to better connect with struggling students. Training topics will include mental health, depression, anxiety, bipolar disorder, self-harm behaviors, LGBTQ issues, and suicide awareness and prevention.</p>
					Teachers and other school

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other)	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
b. Identifying signs of possible mental health issues and providing culturally relevant support;	4	Admin	The Lou Ruspi Jr. Foundation (LRJ)	External Contractor	staff will learn user-friendly and concrete ways to identify mental health concerns and suicide risk factors. LRJ's licensed counselors will guide teachers through a clear map of how to help students thinking of suicide or self-harm. Teachers will learn effective coping skills for mental health concerns and ways to better connect with struggling students. Training topics will include mental health, depression, anxiety, bipolar disorder, self-harm behaviors, LGBTQ issues, and suicide awareness and prevention.
					Teachers and other school staff will learn

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other)	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
g. Working with community agencies to address non-academic needs.	1	Counselor	Childrens Service Center	External Contractor	user-friendly and concrete ways to identify mental health concerns and suicide risk factors. LRJ's licensed counselors will guide teachers through a clear map of how to help students thinking of suicide or self-harm. Teachers will learn effective coping skills for mental health concerns and ways to better connect with struggling students. Training topics will include mental health, depression, anxiety, bipolar disorder, self-harm behaviors, LGBTQ issues, and suicide awareness and prevention.

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

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Staff evaluation of professional development.	Following each PD session.	Positive feedback from staff who feel the professional development provided was meaningful and provided value to them and students.
Attendance evaluation utilizing PowerSchool SIS attendance data.	Monthly.	Determine rates of student absenteeism, truancy and habitual truancy in comparison to prior years, with the expectation of an improvement in student attendance rates.

Section 3c - Reading Improvement for Students:

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

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

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

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

	Total LEA Allocation	Multiply by 8% (.08)	Minimum Allocation for Reading Improvement
Minimum 8% Reading Improvement Requirement	91,650	8%	7,332

11. What local assessments were used to determine the need to address learning loss in the area of

reading? For which specific groups of students was this need evidenced? What were the findings?

iReady academic benchmark data from the conclusion of the 2020-2021 school year was evaluated, along with the same benchmarking data from the beginning of the 2021-2022 school year. All students participated in the data, and the data was reviewed for all students, regardless of whether or not the students were categorized in a specific subgroup. The data showed that most students did not experience the one year of academic growth that was expected. PVAAS data was also evaluated with similar findings.

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

No

Please explain:

iReady academic benchmark data from the conclusion of the 2020-2021 school year was evaluated, along with the same benchmarking data from the beginning of the 2021-2022 school year. All students participated in the data, and the data was reviewed for all students, regardless of whether or not the students were categorized in a specific subgroup. The data showed that most students did not experience the one year of academic growth that was expected. PVAAS data was also evaluated with similar findings.

13. Has the LEA used structured literacy and/or provided training for K-4, ESL, and Special Education teachers in structured literacy?

No

If so, please identify the training, grade level, and number of teachers involved.

Training	Grade Level / ESL / Special Education	Number of Teachers Trained

14. Describe the evidence-based instructional intervention(s) that address the identified needs of students most disproportionately impacted.

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Designated block of time in the daily schedule.		512	Schoolwide program impacting all 512 students. Designated block of time is used for small group remediation and enrichment activities based on the individual needs of students. RtII.
After school tutoring		512	After school tutoring is available for all students for a six week period in November/December of 2021 and again in January/February of 2022.
Individual and small group remediation and acceleration.	Children from Low-Income Families	21	Specific students work one-on-one or in small group with the Literacy Specialist. Students are identified using iReady and PVAAS data.

15. How will the LEA assess the success of the literacy program? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
iReady Diagnostic Data	Twice annually.	To determine if students are demonstrating academic growth.
PVAAS	Annually	To determine if students are demonstrating academic

Tool Used to Evaluate Success	Frequency of Use	Expected Results
		growth.
Formative & Summative Assessments	Ongoing	Provide frequent data checks to determine if students are making progress towards grade level goals and demonstrating academic growth.

Section 3d - Other Learning Loss Activities: LEAs are permitted to utilize the remainder of their allocation to support and/or supplement additional efforts being implemented to combat learning loss caused by the COVID-19 pandemic. Please use this section to describe those efforts.

**This value can be UP TO 52% of the total allocation, if minimum values were used for other reserves.*

16. Calculate 52% of the remaining LEA Allocation **AS A MAXIMUM** amount to fund Other Learning Loss Activities. *(Calculation will populate when you click the Save button)*

	Total LEA Allocation	Multiply by 52% (.52)	Maximum Allocation for Other Learning Loss Activities
52% Other Learning Loss Activities	91,650	52%	47,658

17. Describe the evidence-based instructional intervention(s) that address the identified needs of students most disproportionately impacted.

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Response to Instruction & Intervention		512	Students are broken down into small groups for a designated 45 minute block daily to provide remediation and

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			enrichment in Reading, Math and Science.
Individual and small group remediation and acceleration.	Children from Low-Income Families	21	Specific students work one-on-one or in small group with the Literacy Specialist. Students are identified using iReady and PVAAS data.

18. How will the LEA assess the success of the learning loss activities? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
iReady Diagnostic Assessment	Twice annually.	To determine if students are demonstrating academic growth.
PVAAS	Annually	To determine if students are demonstrating academic growth.
Formative & Summative Assessment	Ongoing	Provide frequent data checks to determine if students are making progress towards grade level goals and demonstrating academic growth.

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

\$91,650.00

Allocation

\$91,650.00

Budget Over(Under) Allocation

\$0.00

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

27,495

Budget Summary

Function	Object	Amount	Description
3200 - Student Activities	600 - Supplies	\$2,000.00	K-Kids after school program supplies.
3200 - Student Activities	600 - Supplies	\$2,000.00	K-Kids after school program supplies.
3200 - Student Activities	600 - Supplies	\$500.00	Hiking Club after school program supplies.
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$15,000.00	Counseling salaries.
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$3,000.00	Counseling benefits.
			Materials to support

Function	Object	Amount	Description
3200 - Student Activities	600 - Supplies	\$2,490.00	the schoolwide Positive Behavior Interventions and Support Program.
3200 - Student Activities	600 - Supplies	\$2,505.00	Materials to support schoolwide efforts to improve attendance and reduce truacy and habitual truancy.
		\$27,495.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$91,650.00

Allocation

\$91,650.00

Budget Over(Under) Allocation

\$0.00

Enter your calculated value for the 10% Social and Emotional Learning Professional Development set aside requirement. (Round Up to the whole dollar)

9,165

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$5,000.00	Professional development service provided by third-party subcontractor. Program details to be determined based upon staff and administrator feedback/input, including suicide awareness, mandatory reporting, etc.
2200 - Staff Support Services	600 - Supplies	\$4,165.00	Professional development materials for teachers, paraprofessionals and administrators in support of social/emotional learning professional development activities.

		\$9,165.00	
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Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$91,650.00

Allocation

\$91,650.00

Budget Over(Under) Allocation

\$0.00

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

7,332

Budget Summary

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$25,000.00	Salaries for supplemental remediation and enrichment programming, including RtII, after-school tutoring, and summer programming.
2200 - Staff Support Services	200 - Benefits	\$5,000.00	Staff benefit costs for supplemental remediation and enrichment programming, including RtII, after-school tutoring, and summer programming.
		\$30,000.00	

Section: Budget - Other Learning Loss Expenditures

Learning Loss Budget

Calculate the remaining LEA Allocation amount to fund Other Learning Loss Activities. Please enter **Budget Totals** from the **SEL, SEL PD, and Reading Improvement budget sections** to determine what funds are remaining for Other Learning Loss Activities. Click Save to calculate the value, and then this budget section Total should be equal this amount. (Calculation will populate when you click the Save button)

	Total LEA Allocation	30% SEL Budgeted Value	10% SEL PD Budgeted Value	8% Reading Improvement Budgeted Value	Remaining Allocation for Other Learning Loss Activities
Other Learning Loss Activities Amount	91,650	27,495	9,165	30,000	24,990

Learning Loss Expenditures

Budget

\$91,650.00

Allocation

\$91,650.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$20,000.00	Other learning loss activities that have yet to be identified. We anticipate that ongoing assessment and evaluation of student performance and programming may

Function	Object	Amount	Description
			potentially yield additional areas of concern during the grant period that will require intervention.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$4,990.00	Other learning loss activities that have yet to be identified. We anticipate that ongoing assessment and evaluation of student performance and programming may potentially yield additional areas of concern during the grant period that will require intervention.
		\$24,990.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

\$91,650.00

Allocation

\$91,650.00

Budget Over(Under) Allocation

\$0.00

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$45,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$45,000.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$4,990.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,990.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher								

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$15,000.00	\$3,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$18,000.00
2200 Staff Support Services	\$0.00	\$5,000.00	\$5,000.00	\$0.00	\$0.00	\$4,165.00	\$0.00	\$14,165.00
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$9,495.00	\$0.00	\$9,495.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$60,000.00	\$12,990.00	\$5,000.00	\$0.00	\$0.00	\$13,660.00	\$0.00	\$91,650.00
							Approved Indirect Cost/Operational Rate: 0.0000	\$0.00
							Final	\$91,650.00

Section: Narratives - Needs Assessment

Introduction

The findings of a recent study showed that there is a significant benefit to students who participate in out-of-school-time (OST) programs. In fact, the Return on Investment of Summer school Programs in Pennsylvania study determined that for every dollar invested in summer school programming for students there was a return of \$6.69 in potential benefits to students, including reduced rates for drop-outs, teen pregnancy, substance abuse, crime and delinquency ([Link PSAYDN.org](#)).

In accordance with the American Rescue Plan (ARP) Act and Pennsylvania Act 24 of 2021 (Act 24), the Pennsylvania Department of Education (PDE) will award approximately \$50,000,000 or one percent (1%) of Pennsylvania's ARP Elementary and Secondary School Education Relief (ESSER) State Reserve funds to support school districts, charter schools and cyber charter schools (collectively, LEAs) in the development and implementation of comprehensive after-school programs to address learning loss in response to the academic, social, emotional and mental health needs of students and subgroups of students impacted by COVID-19 public health emergency that supplement school programs and activities.

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

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

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

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

Section 1 - Needs Assessment: In this section, LEAs are asked to describe the impact of the pandemic on their students since March 2020.

Indicators of Impact

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

Benchmark academic data (administered three times during the 2021-2022 school year) for Reading and Math using iReady diagnostic software, as well as teacher input and data from formative and summative assessments and PSSA/PVAAS data.

Section: Narratives - Summer School Program Questions

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

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

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
Major Racial and Ethnic Groups	Academic Growth	123	Academic benchmark data and data from formative and summative assessments, along with PSSA and PVAAS, will be used to identify students who could benefit from summer tutoring and the PowerScholars Academy programming.
Children from Low-Income Families	Academic Growth	253	Academic benchmark data and data from formative and summative assessments, along with PSSA and PVAAS, will be used to identify students who could benefit from summer tutoring and the PowerScholars Academy programming.
			Academic benchmark

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
English Learners	Academic Growth	9	data and data from formative and summative assessments, along with PSSA and PVAAS, will be used to identify students who could benefit from summer tutoring and the PowerScholars Academy programming.
Children with Disabilities	Academic Growth	102	Academic benchmark data and data from formative and summative assessments, along with PSSA and PVAAS, will be used to identify students who could benefit from summer tutoring and the PowerScholars Academy programming.
Gender	Academic Growth	512	Academic benchmark data and data from formative and summative assessments, along with PSSA and PVAAS, will be used to identify students who could benefit from summer tutoring and the PowerScholars Academy programming.

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

Certified teachers will utilize the summer tutoring as an extension of classroom learning and will utilize existing evidence-based resources through Houghton Mifflin Harcourt and iReady, as well as supplemental materials available through SAS. In addition, the PowerScholars Academy Summer Program utilizes the Bell Xcel evidence-based platform.
<https://www.bellxcel.org/summer/>

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

Number of Staff Members	Internal/Outside Provider	Role
8	Internal Provider	Certified Teachers
14	Outside Provider	Greater Wyoming Valley YMCA Power Scholars Academy - Bell Xcel



a. The LEA assures it understands it is responsible to offer the work to its internal employees prior to engaging outside entities.



b. The LEA assures it understands it is responsible to ensure that all summer school program staff hold the appropriate certifications for the program that is being delivered.

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

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Bell Xcel Software	Weekly during summer program.	Students will demonstrate academic growth throughout the program, based on the front-end benchmark

Tool Used to Evaluate Success	Frequency of Use	Expected Results
		assessment.
iReady Diagnostic Software	Twice annually during school year.	Individual academic growth towards grade-level goals in both Reading and Math.

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

Parents will support the summer enrichment and remediation activities by voluntarily registering their students, ensuring consistent attendance, and providing transportation to students.

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget

\$18,330.00

Allocation

\$18,330.00

Budget Over(Under) Allocation

\$0.00

Budget Summary

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$18,330.00	Teachers salaries for summer tutoring program. Additional funding from other federal sources or local funding from the School's general fund budget will be required to cover a portion of the summer PowerScholars Program costs.
		\$18,330.00	

Section: Budget - Support and Non-Instructional Expenditures

Support and Non-Instructional Expenditures

Budget
 \$18,330.00
Allocation
 \$18,330.00

Budget Over(Under) Allocation
 \$0.00

Budget Summary

Function	Object	Amount	Description
		\$	
		\$0.00	

Section: Budget - Budget Summary
BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$18,330.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$18,330.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

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 AUN: 118400001
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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
Services								
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

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 Agency: Bear Creek Community CS
 AUN: 118400001
 Grant Content Report

	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
	\$18,330.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$18,330.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$18,330.00