

**AMERICAN RESCUE PLAN ACT-ELEMENTARY AND SECONDARY SCHOOL
EMERGENCY RELIEF (ARP-ESSER) 7% SEA RESERVE AGREEMENT**

This agreement (“Agreement”) is made by and between the Commonwealth of Pennsylvania (“Commonwealth”), through its Pennsylvania Department of Education (“Department”), and Avon Grove SD located at 375 S Jennersville Road, West Grove, PA 19390, (“Grantee”).

The Department, created by Section 201 of the Administrative Code of 1929, as amended, 71 P.S. § 61, is the State Education Agency responsible for administration of grant programs pursuant to the General Appropriation Acts, Act 24 of 2021 and the Public School Code of 1949, as amended, 24 P.S. § 1-101 et seq. and has been awarded funds by the US Department of Education under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2, for the ARP Elementary and Secondary Emergency Relief (ARP-ESSER) 7% SEA Reserve program.

The parties, intending to be legally bound, agree as follows:

1. Pursuant to this Agreement, Grantee will receive funds in the amount of \$278,861.00. The grant shall be used to defray program costs incurred from March 13, 2020 to September 30, 2024.
2. The Agreement shall become effective on the date it is fully executed by all required parties and shall terminate on September 30, 2024, unless terminated earlier in accordance with the terms hereof.
3. Grantee shall furnish all qualified personnel, facilities, materials and other services and in consultation with the Department, provide the services described in Appendix B.
4. This Agreement is comprised of the following Appendices which are hereby incorporated by reference into this Agreement:

Appendix A – Special Program Terms

Appendix B – Grantee’s Assurances, Program Narrative and Budget

Appendix C – Payment Terms, Responsibilities and Contact Information

5. Grantee acknowledges having reviewed a copy of the Department’s Master Standard Terms and Conditions, which are available at www.education.pa.gov/mstc and are incorporated by reference into and made a part of this Agreement as if fully set forth herein.

The parties, intending to be legally bound, have signed this Agreement below:

FOR THE GRANTEE

Signature: Michael Marchese - Electronic Signature Date: 11/23/2021

Title: Superintendent

Signature: _____ Date: _____

Title: _____

FOR THE COMMONWEALTH

For the Secretary of Education: Susan McCrone - Electronic Signature Date: 1/31/2022
 Title: Division Chief

APPROVED AS TO FORM AND LEGALITY

Office of Chief Counsel: Patrick Lord - Electronic Signature Date: 2/2/2022
 Department of Education
 Office of General Counsel: _____ Date: _____
 Office of Attorney General: _____ Date: _____

Form Approval No. 6-FA-52.0

Comptroller: Matthew Eng - Electronic Signature Date: 2/2/2022

Vendor Name: Avon Grove SD
Address: 375 S Jennersville Road, West Grove, PA 19390
Fed ID #: 231671313
Vendor #: 0000119470

Grant Title	Funding Source	Project Number	CFDA Number	Allocation Amount	Award Amount
ARP ESSER After School Set Aside	Federal	FA-225-21-0017	TBD	\$39,837.00	\$39,837.00
ARP ESSER Learning Loss Set Aside	Federal	FA-225-21-0017	TBD	\$199,187.00	\$199,187.00
ARP ESSER Summer School Set Aside	Federal	FA-225-21-0017	TBD	\$39,837.00	\$39,837.00
ESSER Fund (ARP ESSER) 7% Set Asides Consolidated	Federal	FA-225-21-0017	TBD	\$0.00	\$278,861.00

Grantee agrees to comply with the following terms and conditions:

1. The development and execution of the program outlined in this Agreement and subsequent reimbursement for such program by the Department will be in accordance with this Agreement's provisions as finally approved by the Department and shall comply with all applicable provisions of federal, state and local laws, the official regulations pertaining thereto, program guidelines and instructions issued by the Pennsylvania Department of Education.
2. Grantee will comply with all reporting requirements in relation to program and fiscal components of the ARP-ESSER 7% SEA Reserve program as defined by the Department and/or federal governing agencies.
3. Grantee certifies that its expenditures shall conform to all applicable federal and state legal requirements, including, without limitation, the minimum grant use requirements contained in Act 24 of 2021. Grantee will maintain documentation of expenditures, procurement and activities carried out through this grant for a period of the current year plus six years in accordance with Department guidelines. Grantee will provide records to Department, monitors or federal awarding agency upon request.
4. Grantee will comply with all reporting requirements in relation to any waiver authorized under the ARP-ESSER 7% SEA Reserve program and applied for and approved through the grantee agency. The Department will provide reporting requirements and due dates when available from the federal awarding agency.
5. Payment to Grantee under this Agreement is contingent upon appropriation and availability of funds to the Commonwealth.

General Federal Requirements:

1. Grantee shall use such fiscal control and fund accounting procedures necessary to ensure the proper disbursement of, and accounting for, federal funds paid to the applicant under each such program.
2. Grantee shall comply with the Uniform Grant Guidance – Subpart D (Post Federal Award Requirements) Standards for Financial and Programs, 2 CFR §200.300-§200.345, as applicable.
3. Grantee shall comply with the Uniform Grants Guidance -- Subpart D (Post Federal Award Requirements) methods of procurement to be followed, 2 CFR §200.320.
4. Grantee shall ensure that all written policies and procedures required by the Uniform Grants Guidance for the administration of federal grant dollars are created, approved, implemented and are available for review by monitors.
5. Grantee shall comply with the Uniform Grants Guidance – Subpart E (Cost Principles) 2 CFR §200.400-§200.417 and 2 CFR §200.420-§200.475, as applicable.
6. Grantee shall comply with the Uniform Grants Guidance – Subpart F – Audit Requirements, specifically sections 2 CFR §200.500-§200.512, as applicable.

Other Federal Requirements:

1. When issuing statements, press releases, requests for proposals, bid solicitations and other documents describing projects or programs funded in whole or in part with federal money, Grantee shall clearly state:
 - i. the percentage of the total costs of the program or project that will be financed with federal money;
 - ii. the dollar amount of federal funds for the project or program; and
 - iii. the percentage and dollar amount of the total costs of the project or program that will be financed by nongovernmental sources.
2. Grantee shall ensure that its personnel, whose salaries and/or benefits are federally funded are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official business, or from using government supplied electronic equipment to text message or email when driving.
3. Insofar as any construction projects are funded with this Agreement, Grantee shall comply with all applicable federal and state legal requirements with respect to such construction projects, including, without limitation, the pre-

approval requirements set forth in 2 CFR §200.439, the construction requirements set forth in 34 CFR §§ 75.600-75.617 (such as 34 CFR 75.609 (Safety and Health standards) and 75.616 (Energy Conservation)), and the Davis-Bacon Act (40 U.S.C. 3141-3144, and 3146-3148) as supplemented by Department of Labor regulations (29 CFR Part 5, “Labor Standards Provisions Applicable to Contracts Covering Federally Financed and Assisted Construction”). The federal equal opportunity clause applicable to federally assisted construction contracts contained at 41 CFR § 60-1.4 is incorporated herein by reference.

4. Grantee acknowledges that this Agreement may be revised pursuant to ongoing guidance from the relevant federal or Commonwealth agency regarding requirements for the funds subject to this Agreement. Grantee agrees to abide by any such revisions upon written notification from Commonwealth of the revisions, which will automatically become a material part of this Agreement, without the necessity of either party executing any further instrument.

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.

English Learners in AGSD comprise a significant proportion of our overall school population

and the implementation of after school programming for these students is necessary to support their overall needs and development. The impacts of the COVID-19 pandemic have not only impacted these students academically and socially-emotionally, but have also had impacts on nutrition and availability of transportation to allow students to participate in programs beyond the regular academic day. Students who participate in this program will have their academic progress monitored through the same MTSS metrics and components as they do during the day, with this consistency resulting in the greatest impact and coordination of services for all students.

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.

- 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
English Learners	Academic Growth	120	Small-group and individualized instruction in evidence-based interventions will be the focus for this program. Ongoing gathering of formative assessment data through locally-used programs and tools will provide consistency between the regular learning of students with that scheduled for these supplemental opportunities.

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

Small-group and individualized instruction in evidence-based interventions will be the focus for this program. Ongoing gathering of formative assessment data through locally-used programs and tools will provide consistency between the regular learning of students with that scheduled for these supplemental opportunities.

- 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
4	Internal	Provide interventions and supports for students who stay after school.
4	External Provider	Provide interventions and supports for students who stay after school.



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
Exact Path	Trimester	Student performance in academic measures (reading and math) will increase over time.

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

Ongoing communication in the dominant home language will be used to notify families of opportunities and options for the after-school program, as well as to solicit feedback regarding progress and needs of students from each family's perspective.

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget

\$39,837.00

Allocation

\$39,837.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	300 - Purchased Professional and Technical Services	\$39,837.00	The District will partner with the local intermediate unit to offer an after-school program for students who have been identified to need additional English language development or other supports. The after-school program will offer assistance with homework, opportunities for physical activity, and transportation home after the end of the program day. The total cost of the program will be supplemented with funds from the unreserved portion of the Learning Loss grant.
		\$39,837.00	

Section: Budget - Support and Non-Instructional Expenditures

Support and Non-Instructional Expenditures

Budget

\$39,837.00

Allocation

\$39,837.00

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	\$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	\$39,837.00	\$0.00	\$0.00	\$0.00	\$0.00	\$39,837.00
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

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$39,837.00	\$0.00	\$0.00	\$0.00	\$0.00	\$39,837.00
Approved Indirect Cost/Operational Rate: 0.0000								\$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
							Final	\$39,837.00

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	<p>The Social and Emotional Learning needs of students were evident before the COVID-19 pandemic and are more pronounced now. Data to be collected to speak to these needs will be gathered through student reflection forms, student/parent/teacher surveys and feedback, as well as observed through the revised domain components of the Framework for Teaching. Additional data will be gathered through the work of school counselors and psychologists, Safe2SaySomething referrals and potentially an early warning dashboard connecting students and trained professionals via text message and artificial intelligence. By using consistent sources of data and evidence, information can be tracked and compared over time and better pinpoint areas of success or concern. Additionally, once clearly defined metrics are established, the AGSD MTSS process will identify and support students who are in need of targeted interventions and support.</p>
Professional Development for Social and Emotional Learning	<p>The Social and Emotional Learning needs of students were evident before the COVID-19 pandemic and are more pronounced now. So much so that the teacher evaluation rubrics for Pennsylvania have been adjusted to reflect a greater emphasis on these needs of students for all educators and professionals.. To support teachers and administrators in better understanding the concepts of mental health and social emotional learning as a function of their roles, the adjusted Framework for Teaching will serve as a core component of learning for all professionals in AGSD, specifically connecting the evidence of practice highlighted throughout the adjusted framework to strategies that can be deployed by teachers in each classroom. Further, programs emphasizing student needs and staff response will be developed as part of the AGSD MTSS process, focusing on behavioral MTSS structures at the secondary level and PBIS at the elementary level. Data to be gathered will include rubric ratings and scores for correlated components, initiation and completion of professional learning courses and assignments, degree of implementation of PBIS and MTSS structures as compared to available industry standards for development.</p>

	Method used to Understand Each Type of Impact
Reading Remediation and Improvement for Students	Student reading levels did not progress during the COVID-19 pandemic as expected. This is based on the available collection of reading data and comparing it to the expected growth targets and outcomes for students by grade.
Other Learning Loss	English Learners in AGSD comprise a significant proportion of our overall school population and the implementation of after school programming for these students is necessary to support their overall needs and development. The impacts of the COVID-19 pandemic have not only impacted these students academically and socially-emotionally, but have also had impacts on nutrition and availability of transportation to allow students to participate in programs beyond the regular academic day.

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
Major Racial or Ethnic Groups	Social and Emotional Learning	Data and evidence related to social emotional needs is being gathered through student and caregiver feedback, observation of student needs by classroom teachers as well as counselors, and referrals being placed to available mental health supports throughout all four schools. Additionally, student behaviors as noted through attendance, timeliness/tardiness, discipline referrals and academic performance trends are all being used to identify students demonstrating various levels of need or success as compared to data gathered last year. Those who are identified with needs will receive support through additional mental

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		health and counseling supports.
English Learners	Reading Remediation and Improvement	<p>The data derived from the benchmark assessments and ongoing data collection regarding student reading levels indicates that overall student progress since the COVID-19 pandemic did not meet expected levels. To combat this, additional supports for students in reading will be initiated through supplemental supports facilitated by teachers and/or paraprofessionals aimed specifically at developing the literacy of students and the knowledge of literacy development by the professional staff. Foundations is the primary literacy intervention for students.</p>

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	199,187	30%	59,756

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.

Data and evidence related to social emotional needs is being gathered through student and caregiver feedback, observation of student needs by classroom teachers as well as counselors, and referrals being placed to available mental health supports throughout all four schools. Additionally, student behaviors as noted through attendance, timeliness/tardiness, discipline referrals and academic performance trends are all being used to identify students demonstrating various levels of need or success as compared to data gathered last year.

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
Increased mental health supports through case workers and behavior interventionists	Major Racial and Ethnic Groups	Intensive	100
Early Alert Warning System Purchase and Implementation	Major Racial and Ethnic Groups	Universal	2,600

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
Early Alert Warning System	Ongoing	Dashboard data from Early Alert will demonstrate increased usage by AGSD students during implementation. Awareness of trend data for student needs will provide greater clarity for mental health professionals and counselors in responding to building-wide trends.
Increased mental health supports	Ongoing	The students who participate in intensive supports and interventions from the mental health support team will demonstrate a decrease in negative behaviors (poor attendance, tardiness, poor grades) as well as a decrease in examples of crisis behavior due to proactive response to needs.

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	199,187	10%	19,919

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
					Local core team members will develop training processes for district-wide implementation in support of

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;	45	Other	Local core team members	Internal Staff	teachers identifying mental health needs of students and preparing responses at the classroom level for all students. Additional training will be developed to clarify processes and steps to be taken when classroom interventions and response are not successful.

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
Referral rates to internal teams as well as external professionals for crisis intervention	Quarterly rates of referrals	The number of internal referrals will increase while the external rates will decrease. Students will be referred for support at an earlier comparable period in the identification phase.

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	199,187	8%	15,935

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?

Exact Path was the primary source to determine progress made in reading since the pandemic. All student groups have demonstrated need in enhanced literacy skills, especially at the K-2 level.

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:

The overall proportion of students making a full year's worth of growth did not track with the projections available through Exact Path. PVAAS was not used as otherwise would have been done due to the limited testing data for all students during the past two testing cycles. Exact Path has been more consistently used and applied, and is available for all students K-8 rather

than just 3-8 related to PSSA information and data.

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

Yes

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

Training	Grade Level / ESL / Special Education	Number of Teachers Trained
Fundations and Reader's Workshop	K-3	55
Science of Reading	3-4	15

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
Fundations	Major Racial and Ethnic Groups	300	Fundations provides children of different learning abilities with a systematic foundation for reading and spelling. It is a multi sensory language program that utilizes tapping, sky writing, letter boards, dry erase boards, hand movements, and specific coding activities to support students in developing a strong phonetic base for decoding unfamiliar words, encoding words, and in reading fluently with

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			prosody and understanding.

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
Exact Path	three times a year	Achievement of grade level expectations
Reading Records	Ongoing	Achievement of grade level expectations
Report Card Ratings	three times a year	Achievement of grade level expectations

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	199,187	52%	103,577

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
Extended day/after school tutoring and homework assistance	English Learners	120	Language acquisition and building vocabulary skills will occur through the use of hands-on activities in science, technology, engineering, arts and math. Homework help and content area support will also provide students with mechanisms to enhance their regular school day experiences and to assist in gaining the English language skills needed for academic success.

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
Student Attendance	Weekly	Daily attendance rates will improve for individuals and groups
Language proficiency	Annually	Language proficiency will increase
Report Cards	Three times per year	Achievement of grade level expectations

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

\$199,187.00

Allocation

\$199,187.00

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)

59,756

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	\$6,500.00	Early Alert subscription for secondary students.
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$53,500.00	Behavioral support counselors and specialists contracted through the District's local intermediate unit to provide mental and behavioral health support services to students. These counselors and specialists were originally contracted with the District's original ARP ESSER III allocation; this grant will be used to supplement those services.
		\$60,000.00	



Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$199,187.00

Allocation

\$199,187.00

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)

19,919

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	100 - Salaries	\$13,875.00	Stipends for teachers to attend professional development activities outside of the normally contracted school day.
2200 - Staff Support Services	200 - Benefits	\$6,131.00	Benefits and payroll taxes (FICA, PSERS, and worker's compensation) on stipends paid to teachers to attend professional development activities outside of the normally contracted school day.
		\$20,006.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$199,187.00

Allocation

\$199,187.00

Budget Over(Under) Allocation

\$0.00

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

15,935

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$8,930.00	Salaries for full-time reading specialists integrated into the District's Accelerated Learning program to support all instructional building teams. These specialist positions were created for the District's original ARP ESSER III allocation, and this grant will be used to supplement those positions.
1100 - REGULAR			Benefits and payroll taxes (FICA, PSERS, and worker's compensation) for full-time reading specialists integrated into the District's Accelerated Learning

Function	Object	Amount	Description
PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$7,070.00	program to support all instructional building teams. These specialist positions were created for the District's original ARP ESSER III allocation, and this grant will be used to supplement those positions.
		\$16,000.00	

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	199,187	60,000	20,006	16,000	103,181

Learning Loss Expenditures

Budget

\$199,187.00

Allocation

\$199,187.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
			The District will partner with the local intermediate unit to offer an after-school program for students who have been identified to need additional English language

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	300 - Purchased Professional and Technical Services	\$75,038.00	development or other supports. The after-school program will offer assistance with homework, opportunities for physical activity, and transportation home after the end of the program day. These funds will supplement the After School Programs portion of the grant.
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$19,518.00	Stipends paid to instructional staff to teach students during the summer school program. These funds will supplement the Summer School Programs portion of the grant.
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$8,625.00	Benefits and payroll taxes (FICA, PSERS, and worker's compensation) paid to instructional staff during the summer program. These funds will supplement the Summer School Programs portion of the grant.
		\$103,181.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

\$199,187.00

Allocation

\$199,187.00

Budget Over(Under) Allocation

\$0.00

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$8,930.00	\$7,070.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$16,000.00
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	\$19,518.00	\$8,625.00	\$75,038.00	\$0.00	\$0.00	\$0.00	\$0.00	\$103,181.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education	\$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
Programs								
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	\$53,500.00	\$0.00	\$0.00	\$6,500.00	\$0.00	\$60,000.00
2200 Staff Support Services	\$13,875.00	\$6,131.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$20,006.00
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
3200 Student Activities	\$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
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
	\$42,323.00	\$21,826.00	\$128,538.00	\$0.00	\$0.00	\$6,500.00	\$0.00	\$199,187.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$199,187.00

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.

English Learners in AGSD comprise a significant proportion of our overall school population and the implementation of after summer school programming for these students is necessary to support their overall needs and development. The impacts of the COVID-19 pandemic have

not only impacted these students academically and socially-emotionally, but have also had impacts on nutrition and availability of transportation to allow students to participate in programs beyond the regular academic year. Students who participate in this program will have their academic progress monitored through the same MTSS metrics and components as they do during the day, with this consistency resulting in the greatest impact and coordination of services for all students.

Section: Narratives - Summer School Program Questions

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

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

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
English Learners	Academic Growth	120	Small-group and individualized instruction in evidence-based interventions will be the focus for this program. Ongoing gathering of formative assessment data through locally-used programs and tools will provide consistency between the regular learning of students with that scheduled for these supplemental opportunities.

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

Small-group and individualized instruction in evidence-based interventions will be the focus for this program. Ongoing gathering of formative assessment data through locally-used programs and tools will provide consistency between the regular learning of students with that scheduled for these supplemental opportunities.

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
13.75	Internal Provider	Direct intervention and support for students in the summer school program.



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
Exact Path	Pre/Post	Student academic performance in reading and mathematics will improve.

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

Ongoing communication in the dominant home language will be used to notify families of opportunities and options for the summer school program, as well as to solicit feedback regarding progress and needs of students from each family's perspective.

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget

\$39,837.00

Allocation

\$39,837.00

Budget Over(Under) Allocation

\$0.00

Budget Summary

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$21,182.00	Stipends paid to instructional staff to teach students during the summer school program. These funds will be supplemented with funds from the Learning Loss component of this grant.
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$9,360.00	Benefits and payroll taxes (FICA, PSERS, and worker's compensation) paid to instructional staff during the summer program. These funds will be supplemented with funds from the Learning Loss component of this grant.
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	\$819.00	Supplies and materials needed to support the summer school program

		\$31,361.00	
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Section: Budget - Support and Non-Instructional Expenditures

Support and Non-Instructional Expenditures

Budget

\$39,837.00

Allocation

\$39,837.00

Budget Over(Under) Allocation

\$0.00

Budget Summary

Function	Object	Amount	Description
2700 - Student Transportation	500 - Other Purchased Services	\$8,476.00	Student transportation to and from the summer school program.
		\$8,476.00	

Section: Budget - Budget Summary

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$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	\$21,182.00	\$9,360.00	\$0.00	\$0.00	\$0.00	\$819.00	\$0.00	\$31,361.00
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

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$8,476.00	\$0.00	\$0.00	\$8,476.00
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
	\$21,182.00	\$9,360.00	\$0.00	\$0.00	\$8,476.00	\$819.00	\$0.00	\$39,837.00
Approved Indirect Cost/Operational Rate: 0.0000								\$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
							Final	\$39,837.00

Payment Terms, Responsibilities and Contact Information

1. **PROJECT OFFICER:** The person designated to act for the Commonwealth in managing this contract is:

Susan McCrone

smccrone@pa.gov

717-783-2193

2. **TERMS OF PAYMENT:**

- a. All grants are placed on a system of scheduled payments to provide operating funds during the period of the Agreement. Monthly payments are determined by dividing the approved amount by the number of months during the term of the Agreement. Payments will be initiated by the Comptroller's Office after arrival of each fully executed Agreement.
- b. Grantee shall implement a cash management system that will ensure that only the minimum amount of cash required to effectively operate the program is requested and/or kept on hand. Failure to implement and maintain such a system can result in the Grantee being suspended until an adequate cash management system has been implemented.
- c. During the life of this Agreement, unless otherwise provided in Program Guidelines, Grantee shall submit the following financial reports to the Comptroller's Office or the Department:
 1. Reconciliation of Cash on Hand Quarterly Report PDE Form No. 2030, and
 2. Final Expenditure Report.
- d. Grantee will conform to all policies and guidelines cited in the Department's individual program Policies and Procedures and/or instructions associated with the Reconciliation of Cash on Hand Quarterly Report, and Final Expenditure Report concerning the financial reports described in Paragraph 2(c), above.
- e. The Department reserves the right to disapprove any expenditures by the Grantee that are not in accordance with this Agreement.

3. **REPORTING:**

Grantee shall submit any required program and or fiscal reports that are designated by the Department and/or federal awarding agencies for the purpose of determining program outcomes and compliance. Due dates and reporting requirements will be announced by the Department.

Any unexpended funds remaining at the end of the grant period must be returned to the Department of Education.

4. **FUNDING LEVEL: THE TOTAL COST TO THE COMMONWEALTH UNDER THIS AGREEMENT SHALL NOT EXCEED THE AMOUNT SET FORTH IN THE AGREEMENT.**

Payment of that amount is contingent upon the availability of Program funds and appropriations sufficient to pay the total costs. Any funds provided to the Grantee under this Agreement may only be used in accordance with this Agreement.

- a. **FUNDING INCREASE** – If the Commonwealth determines that additional Federal or State program funds are available for use under this Agreement, the Commonwealth may at its sole discretion increase the approved program cost. Such increases will be made in accordance with paragraph 5 (“Funding

Adjustments”).

- b. **FUNDING DECREASE** – The Commonwealth reserves the right, at its sole discretion, to reduce the total cost of this Agreement when the Federal or State funds appropriated by the U.S. Congress and/or State Legislature are less than anticipated by the Commonwealth after Execution of this Agreement hereunder; or the funds appropriated are later unavailable due to a reduction or reservation in the appropriation. Such decreases will be made in accordance with paragraph 5 (“Funding Adjustments”).
- c. **UNEXPENDED FUNDS** – Grantee understands and agrees that funds which remain unexpended at the end of the term of the Agreement or upon termination of the Agreement shall be returned to the Commonwealth within sixty (60) days of the project’s ending date or termination date along with the submission of the Final Completion Report and/or Final Expenditure Report, depending on the applicable program requirements.
- d. **WITHHOLDING OF FUNDING** – Without limitation of any other remedies to which it is entitled hereunder or at law, the Commonwealth shall have the right to withhold the funding granted under this Agreement, in whole or in part, for any of the following reasons, without limitation:
 - 1. failure of Grantee to fulfill in a timely and proper manner its obligations hereunder;
 - 2. violation of laws, regulations or polices applicable to the grant or to the implementation of the project funded under this Agreement; and
 - 3. misuse of funds, mismanagement, criminal activity or malfeasance in the implementation of this Agreement.

5. FUNDING ADJUSTMENTS:

Funding Adjustments may be made for the following reasons and in the following manner:

a. **Funding Increase:**

- 1. The Commonwealth shall notify the Grantee in writing of any funding increases under this Agreement.
- 2. Upon receipt of this notice the Grantee shall revise and submit to the Commonwealth a revised Program Summary Budget and if necessary, any revised pages of the Narrative which shall reflect the increase of funds.
- 3. Funding increases will take effect upon Commonwealth’s receipt and approval of the revised documents, which shall be incorporated in and made part of this Agreement.

b. **Funding Decrease:**

- 1. The Commonwealth shall notify the Grantee in writing of any funding decreases.
- 2. Funding decreases will be effective upon receipt by the Grantee of the Commonwealth's funding decrease notice.
- 3. Funding decrease notices shall be incorporated in and made part of this Agreement.

c. **Transfer of Funds Among Cost Categories and/or Object Codes:**

Any transfer of funds among cost functions and/or object codes must be made consistent with the applicable Program Guidelines.



333 MARKET STREET
HARRISBURG, PA 17126-0333
www.education.pa.gov
January 25, 2022

Dr Michael C Marchese
Superintendent
Avon Grove SD
375 S Jennersville Road
West Grove, PA 19390

Re: 2020-2021 Avon Grove SD FA-225-21-0017

Amount: \$278,861.00

Dear Dr. Marchese:

It is our pleasure to inform you that your 2020-2021 ESSER Fund (ARP ESSER) 7% Set Asides Consolidated has been approved. Funds may be obligated under the grant agreement effective March 13, 2020. Funds must be obligated by September 30, 2024.

All recipients of funds are required to comply with the financial requirements specified in the grant agreement. If implementation of the project is delayed or terminated for any reason, a written notification to this effect should be sent to Division of Federal Programs at the Pennsylvania Department of Education, 333 Market Street, Harrisburg PA 17126-0333.

Sincerely,

A handwritten signature in black ink that reads "Susan McCrone". The signature is written in a cursive, flowing style.

McCrone, Susan
Division Chief
Division of Federal Programs

Enclosure