

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

### **LEA ARP ESSER APPLICATION**

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

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

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

### **Section I: Assessing Impacts and Needs**

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

#### **Indicators of Impact**

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

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

	<b>Methods Used to Understand Each Type of Impact</b>
<b>Academic Impact of Lost Instructional Time</b>	Local assessment: Star benchmark
<b>Chronic Absenteeism</b>	Attendance Records
<b>Student Engagement</b>	Panorama Student Survey: Engagement; attendance records
<b>Social-emotional Well-being</b>	Panorama Student Survey: Relationships; Voluntary participation in free family therapy
<b>Other Indicators</b>	

### Documenting Disproportionate Impacts

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

<b>Student Group</b>	<b>Provide specific strategies that were used or will be used to identify and measure impacts</b>
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	One measure of the impact of the pandemic on our students with IEPs is our local assessment, the Star benchmark. When comparing the first benchmark in the fall to the third benchmark in the spring, the average score for students without IEPs grew more in math (16 points) than that of students with IEPs (4 points). The difference was more stark in reading. Students without IEPs grew 32 points where those with IEPs actually dropped 2 points. Students with IEPs were not any more likely to be chronically absent.
	When comparing the first benchmark in the fall to the third benchmark in the spring, boys and girls experienced a comparable improvement in math (12 points for boys versus 14 points for girls) however, our boys' average score in reading declined by 2 points over the year, compared to the girls who grew 41 points. Based on survey data, boys were not any less engaged than girls.

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	Boys were also not more likely to be chronically absent; however, those boys who were chronically absent fared much worse than girls who were chronically absent. Their average scores not only dropped over the course of the year but they ended the year with much lower average scores than did the girls. There were approximately 20 students in this subgroup and we will need to focus significant attention to this subgroup's needs, particularly in reading, during the 2021-22 school year.
Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	A group disproportionately impacted by the pandemic were chronically absent high school students and this was especially noticeable in terms of academic achievement in reading. We define chronic absenteeism as an average daily attendance rate lower than 90%. When comparing the first benchmark in the fall to the third benchmark in the spring, the average score for chronically absent students fell 9 points in reading compared to regularly attending students whose score grew by 23 points. It is clear that we will need to focus significantly on accelerating their learning in reading to account for the loss in 2020-21. Although we were not able to disaggregate our student survey in terms of attendance rates, attendance issues can often be a sign of disengagement, and we will need to work to re-engage these students and their families in our school community.

**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
	Our strategy for overcoming the negative impacts of COVID on academics is acceleration, specifically, ensuring that our students are engaging in high quality, grade level instruction using highly effective curricular materials.

	Strategy Description
<b>Strategy #1</b>	Based on research by The New Teacher Project, we know that typical remediation i.e. assigning work at lower grade levels or "meeting students where they are" will only serve to widen the gap. We are implementing a new highly rated ELA curriculum, Engage NY, and continuing our implementation of Illustrative Math. We will be providing regular PD embedded in Professional Learning Communities to support teachers as they scaffold and support students with "just in time" interventions as needed to engage with grade level work. We will be better able to evaluate the success of this strategy after our students take their second benchmark assessment.

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.**

Chronically Absent Students

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

	<b>Strategy Description</b>
<b>Strategy #2</b>	Our strategy for overcoming the negative social-emotional impacts of COVID is in-person therapy. Historically our students have benefited from one-on-one sessions with family therapists; however, during the COVID shut down, and despite how quickly we were able to move these services to a virtual platform, students were much less likely to participate. We are now making a concerted effort to reengage students in therapy and will be better able to evaluate the success of this strategy after 3-4 months of consistent weekly therapy sessions.

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.

Chronically Absent Students

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

	Strategy Description
<b>Strategy #3</b>	Our strategy for overcoming the negative academic and social-emotional impacts of COVID is to use the MTSS/RTI process. Using DeansList, teachers can submit a referral for students who they are concerned about based on academic performance, attendance, and/or behavior. Our Director of RTI will reach out to a student and alongside the student and their family if needed, they will work to uncover the root causes of the issues the student is facing. From there, we will use various interventions to address the issue and progress monitor for a period of 6-10 weeks.

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:

Chronically Absent Students

## **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.)

TECH believes that students should have a voice in their education. In the Fall and Spring students take a survey to provide feedback on engagement, climate, belonging, and the academic, extra-curricular, and social experience. Their input directly informs how the school plans engagement activities and contributes to the knowledge and understanding of the school's culture. Similarly, teachers are also surveyed for feedback for the same reasons. In addition, teachers were invited to help design a new and improved summer programming. As these two stakeholders are the most directly impacted, their opinions carry significant weight in the planning process.

#### **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)**

TECH's Board includes school staff, parents, community leaders, and business leaders. The Board is involved in policy, budgetary, and organizational decisions. At each stage of planning around ARP ESSER funding, the board has been presented with the plan and given opportunity for input. Once the plan is approved, those minutes will be posted to the website for the wider community to view. A summary of the plan will also be posted for the remainder of the school year.

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

Describe the process for development, approval, and making public the LEA Plan for the Use of ARP



ESSER Funds. The LEA Plan for the Use of ARP ESSER Funds must be made publicly available on the LEA website and submitted to PDE within 90 days of LEA receipt of ARP ESSER funding, must be written in a language that parents/caregivers can understand, and must be provided in alternate format upon request by a parent/caregiver who is an individual with a disability. **(3,000 characters max)**

To create an equitable plan for usage of the ARP ESSER Funds, TECH Freire Charter School and Freire Schools Collaborative worked together to evaluate test results, establish attendance and disciplinary trends, and assess gaps in learning. Students and staff are surveyed for their input. Bringing these data points together created a picture of student learning. Based on this information and looking at state and national research on COVID related learning loss, a plan was developed. TECH's policy of transparency and openness has built a culture of trust and community between the school and its stakeholders. Posting Board minutes is one of the ways it keeps the community engaged with what's happening at school and network level. Once the Board approves the school's plan for the ARP ESSER funds, those minutes will be available on the website for the public to review. However, TECH understands how important reasonable access to information is for parents and other stakeholders. For that reason a summary of the plan will also be posted on the website, along with contact information should they have any questions or feedback.

## **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.

While the full impact of the pandemic is still being understood, we have already found evidence of unfinished learning and gaps in the severity of the impact between different groups of students. Specifically at TECH Freire, students with IEPs, male students, and chronically absent students have fallen further behind during the course of the pandemic. To combat this TECH is employing a number of interventions. First, students will be taught using a new, highly rated ELA curriculum that is focused on accelerating learning through grade level appropriate texts and materials. Recent research has shown that the traditional approach at remediation, in which students are given below grade level material in an attempt to meet them where they are, results in students falling further behind their peers. Therefore, our approach to acceleration focuses on pairing high expectations with high supports. TECH began a new mathematics curriculum just before the pandemic sent students home to virtual schooling. Now that teachers are able to implement the curriculum with fidelity as part of in-person learning, we expect that this too will make strides in overcoming COVID related learning loss. For some students, time in class is not enough. These students are encouraged to attend one of the after school tutoring centers, which feature teachers and peers providing support. Should that not be sufficient, there is a summer school credit recovery program to help students get back on track. Finally, we recognize that COVID's learning loss is not limited to academics. The pandemic limited social interaction, leading to gaps in social emotional growth. With this in mind, TECH is committed to providing therapy for those who need it, and creating social spaces for students to re-acclimate themselves to in person social situations. After school clubs, sports, theater, and field trips provide students with safe spaces to grow and recover. All of our interventions are people driven. What's more, the issue isn't just about having enough people to fill positions, but having the right people in the right positions. As such the majority of our funds will be spent on salaries and benefits. Moreover, TECH believes that when you value your staff, and they feel respected and fairly compensated, students will have a more positive learning experience.

#### **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 contribute to the continuation of services by supporting 7 key positions: Director of Culture, Director of STEAM, Director of Humanities, Student and Community Partnerships Coordinator, Dean of Students, Director of Data and Academic Affairs, and IT Coordinator. Most of these positions focus on student social and emotional needs. By establishing, managing, and tracking interventions, this takes the burden off the teachers so that they may focus on getting students up to grade level. Positions such as the Directors of Culture, STEAM, and Humanities, along with the Dean of Students keep tabs on the pulse of the school, with the help of the Director of Data and Academic Affairs, they are often able to spot emerging trends and begin interventions before situations escalate. By keeping the emotional and social part of education in check, students and teachers can focus on learning. Two key staff members lead the efforts in opportunity and equity in education. The Student and Community Outreach Coordinator and the Attendance Liaison. The Student and Community Outreach Coordinator is a blend of social worker, academic support staff and student advocate. While TECH strives to meet each student where they are at, having an advocate for the most vulnerable has been an immense help. Similarly the Attendance Liaison works closely with students to understand the causes of their chronic absenteeism. If there are barriers to arriving at school on time, such as taking care of siblings or dropping off their child at daycare, the Attendance Liaison will work with the Student and Community Outreach Coordinator to find solutions. Alternatively, if the student is struggling with oversleeping, the Attendance Liaison will help the student develop better habits. In addition, the building substitute has emerged as an essential resource for students. Building substitutes are already familiar with the school and teaching methods. When a substitute is needed, they are ready to step in, with limited loss of instructional time. Considering what depth of learning loss due to the pandemic, losing instruction when a teacher is sick is simply not an option and not in the best interest of our students. TECH's COVID-19 health and safety plan includes a 100% mask requirement for all students and staff regardless of vaccination status. This is in line with CDC guidance to protect everyone from the Delta variant. Staff and students will be social distancing as much as space in the school as feasibility will allow. There will also be daily sanitization of doorknobs, elevator buttons, and bathroom fixtures. In addition to these preventative measures, TECH will provide regular COVID testing to unvaccinated staff and students. COVID tests will also be available to any staff or students who develop COVID-like symptoms during the day. In order to make this possible, Furthermore, TECH is using these funds to support hiring a full time nurse. The nurse provides an additional line of defense as they will be ensuring the effectiveness of the aforementioned protective measures and tracking positive COVID cases among staff and students. TECH Freire Charter School plans to improve the basement of the school so that we may better utilize this space. As a response to COVID-19, Freire TECH will be installing an HVAC system with MERV-13 filters and ionizers in its basement. Every effort is being made to allow students to remain in the building, even while COVID varrients continue to spread. It is better for the students, physically, emotionally, and intellectually. To do this safely, more space is needed so that students and staff can maintain social distance. As a result, about a third of the basement will be converted to two additional classrooms that can comfortably hold approximately 20 students each. The classrooms will decrease class size, allowing for the much needed distance, as well as decreasing the student to teacher ratio. The remaining space will be an open space that can be used for larger indoor gatherings, an auxiliary lunchroom, and/or a gym area.

**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)**

Not Applicable

**10. 20% Reservation Calculation**

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

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

	ARP ESSER Allocation	Reservation Requirement	Reservation Amount (calculated on save)
<b>20 Percent Reservation</b>	3,615,966	20%	723,193

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

**Section IV: Monitoring and Measuring Progress**

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

**11. Capacity for Data Collection and Reporting**

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

	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>
<b>Student learning, including academic impact of lost instructional time during the COVID-19 pandemic</b>	TECH Freire uses several information systems to collect information in a way that facilitates analysis and disaggregation. First, TECH Freire uses Dean’s List to collect school climate information like attendance, suspensions, and behavioral information. Dean’s List to track RTI referrals. TECH Freire also uses a data warehouse with a live dashboard and reporting feature that enables leaders to view live academic information, such as our benchmark test data. TECH Freire is fortunate to have a Director of Data and Academic Affairs to support data analysis. Furthermore, TECH Freire’s Charter Management Organization, Freire Schools, has a performance management team that provides analysis and data tracking and visualization tools to the school leaders and supports with periodic data meetings to monitor progress towards goals.
<b>Opportunity to learn measures (see help text)</b>	The Panorama Student Survey, to protect student privacy in hopes of eliciting more honest feedback, survey responses are anonymous. While this means we are unable to disaggregate data by student group, it does provide valuable insight into student engagement and the overall pulse of the school.
<b>Jobs created and retained (by number of FTEs and position type) (see help text)</b>	10 jobs are being created by ESSER Funds. They are 2 Building Substitutes, Entrepreneurship Teacher, Math Co-Teacher, ELA Co-Teacher, RTI Program Director, Student & Community Outreach Coordinator, Attendance Liaison, School Nurse, and a Building Technician. 7 jobs are being retained by ESSER Funds. They are: IT Coordinator, Director of Culture, Director of STEAM, Director of Humanities, Student and Community Partnership Coordinator, Dean of Students, and the Director of Data and Academic Affairs.
<b>Participation in programs funded by ARP ESSER resources</b>	TECH provides a variety of after school and summer school programs that are impart funded by ESSER resources. After school programs include typical clubs, such as chess club and theater, and resource/tutoring centers in core subject areas. Similarly our summer credit recovery program supports those students who need a bit more help getting back on track, but also includes day trips that are open to all students. Day trips include

	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>
<b>(e.g., summer and afterschool programs)</b>	amusement parks and museum visits. The goal of both the after school and summer programs is to provide students with a safe and productive way to spend time, and receive academic support if needed. TECH has developed specific participation and attendance trackers for therapy, after school, and summer programs. The MTSS/RTI are tracked using DeansList.

## **Section: Narratives - ARP ESSER Assurances**

### **ARP ESSER Fund Assurances**

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



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



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

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



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



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



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



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



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



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



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

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

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



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



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



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



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



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



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



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

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

**LEA HEALTH AND SAFETY PLAN**

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



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

**Section: Budget - Instruction Expenditures**

**BUDGET OVERVIEW**

**Budget**

\$3,615,966.00

**Allocation**

\$3,615,966.00

**Budget Over(Under) Allocation**

\$0.00

**INSTRUCTION EXPENDITURES**

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$110,000.00	2 FTE Building Substitute
1000 - Instruction	200 - Benefits	\$19,814.00	Benefits (Health Insurance, Payroll Taxes, Retirement) for Building Substitute #1
1000 - Instruction	200 - Benefits	\$17,190.00	Benefits (Health Insurance, Payroll Taxes, Retirement) for Building Substitute #2
1000 - Instruction	100 - Salaries	\$58,350.00	1 FTE Enrichment Class Teacher
1000 - Instruction	200 - Benefits	\$18,245.00	Benefits (Health Insurance, Payroll Taxes, Retirement) for 1 Enrichment Class Teacher
1000 - Instruction	100 - Salaries	\$63,654.00	1 FTE Math Co-Teacher
			Benefits (Health

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<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
1000 - Instruction	200 - Benefits	\$18,917.00	Insurance, Payroll Taxes, Retirement) for 1 Math Co-Teacher
1000 - Instruction	100 - Salaries	\$146,363.00	1 FTE ELA Co-Teacher
1000 - Instruction	200 - Benefits	\$39,487.00	Benefits (Health Insurance, Payroll Taxes, Retirement) for 1 ELA Co-Teacher
1000 - Instruction	100 - Salaries	\$135,679.00	1 FTE Director of RTI
1000 - Instruction	200 - Benefits	\$38,135.00	Benefits (Health Insurance, Payroll Taxes, Retirement) for 1 Director of RTI
1000 - Instruction	100 - Salaries	\$53,045.00	1 FTE Student & Community Outreach Coordinator
1000 - Instruction	200 - Benefits	\$17,575.00	Benefits (Health Insurance, Payroll Taxes, Retirement) for 1 Student & Community Outreach Coordinator
1000 - Instruction	100 - Salaries	\$58,350.00	1 FTE Attendance Liasion
1000 - Instruction	200 - Benefits	\$18,245.00	Benefits (Health Insurance, Payroll Taxes, Retirement) for 1 Attendance Liasion
1000 - Instruction	100 - Salaries	\$58,350.00	1 FTE School Nurse
1000 - Instruction	200 - Benefits	\$18,245.00	Benefits (Health Insurance, Payroll Taxes, Retirement) for

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Function	Object	Amount	Description
			1 School Nurse
1000 - Instruction	100 - Salaries	\$58,350.00	1 FTE Building Technician
1000 - Instruction	200 - Benefits	\$18,245.00	Benefits (Health Insurance, Payroll Taxes, Retirement) for 1 Building Technician
1000 - Instruction	100 - Salaries	\$135,908.00	1 FTE IT Coordinator
1000 - Instruction	200 - Benefits	\$38,164.00	Benefits (Health Insurance, Payroll Taxes, Retirement) for 1 IT Coordinator
1000 - Instruction	100 - Salaries	\$209,090.00	1 FTE Director of Culture
1000 - Instruction	200 - Benefits	\$47,422.00	Benefits (Health Insurance, Payroll Taxes, Retirement) for 1 Director of Culture
1000 - Instruction	100 - Salaries	\$186,090.00	1 FTE Director of STEAM
1000 - Instruction	200 - Benefits	\$44,513.00	Benefits (Health Insurance, Payroll Taxes, Retirement) for 1 Director of STEAM
1000 - Instruction	100 - Salaries	\$186,090.00	1 FTE Director of Humanities
1000 - Instruction	200 - Benefits	\$44,513.00	Benefits (Health Insurance, Payroll Taxes, Retirement) for 1 Director of Humanities

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Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$107,681.00	1 FTE Student and Community Partnerships Coordinator
1000 - Instruction	200 - Benefits	\$34,594.00	Benefits (Health Insurance, Payroll Taxes, Retirement) for 1 Student and Community Partnerships Coordinator
1000 - Instruction	100 - Salaries	\$131,950.00	1 FTE Dean of Students
1000 - Instruction	200 - Benefits	\$37,664.00	Benefits (Health Insurance, Payroll Taxes, Retirement) for 1 Dean of Students
1000 - Instruction	100 - Salaries	\$142,100.00	1 FTE Director of Data and Academic Affairs
1000 - Instruction	200 - Benefits	\$38,948.00	Benefits (Health Insurance, Payroll Taxes, Retirement) for 1 Director of Data and Academic Affairs
1000 - Instruction	600 - Supplies	\$15,000.00	Chrombook Supplies
1000 - Instruction	600 - Supplies	\$75,000.00	Chromebooks
		<b>\$2,440,966.00</b>	



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

**BUDGET OVERVIEW**

**Budget**

\$3,615,966.00

**Allocation**

\$3,615,966.00

**Budget Over(Under) Allocation**

\$0.00

**NON-INSTRUCTIONAL EXPENDITURES**

<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$125,000.00	Rethinc Professional Development
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	300 - Purchased Professional and Technical Services	\$1,050,000.00	HVAC Basement Project
		<b>\$1,175,000.00</b>	

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**Section: Budget - Budget Summary**

**BUDGET SUMMARY**

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$1,841,050.00	\$509,916.00	\$0.00	\$0.00	\$0.00	\$90,000.00	\$0.00	\$2,440,966.00
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 Services	\$0.00	\$0.00	\$125,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$125,000.00

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	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
<b>2300 SUPPORT SERVICES – ADMINISTRATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2400 Health Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2500 Business Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2600 Operation and Maintenance</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2700 Student Transportation</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2800 Central Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3000 OPERATION OF NON-INSTRUCTIONAL SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3100 Food Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3200 Student Activities</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3300 Community Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES</b>	\$0.00	\$0.00	\$1,050,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,050,000.00
	<b>\$1,841,050.00</b>	<b>\$509,916.00</b>	<b>\$1,175,000.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$90,000.00</b>	<b>\$0.00</b>	<b>\$3,615,966.00</b>

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**Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$3,615,966.00