

Section: Narratives - Assessing Impacts and Needs

LEA ARP ESSER APPLICATION

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

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

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

Section I: Assessing Impacts and Needs

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

Indicators of Impact

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

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

	Methods Used to Understand Each Type of Impact
Academic Impact of Lost Instructional Time	The LEA has been and will continue to assess students present levels on a Quarterly basis using the STAR reading and mathematics assessments in conjunction with current grades in courses, along with student, parental and teacher feedback to identify any impact from lost instructional time.
Chronic Absenteeism	The LEA has been and will continue to track student attendance on a daily basis, with the designation of an attendance coordinator to work with contact with students and families. An attendance team is in use to identify trends in absenteeism, identify truancy, and increase student engagement and participation,
Student Engagement	The LEA is evaluating student engagement through a variety of means. Data is collected through student participation data, student quarterly grades, student and family surveys, teacher surveys. Any disparities are analyzed by school leadership to understand where engagement is weak.
Social-emotional Well-being	The LEA conducts surveys for students and families regularly to assess the students social and emotional well being. Student Services data is collected, inclusive of infractions, SAP referrals, etc. to identify any needs of students. Counseling team members are interviewing students and identifying students who are experiencing hardships with the transition back to school, the gun violence in the community, housing instability, loss and grief and health considerations.
Other Indicators	Afterschool and summer program participation is being tracked along with credit recovery data. Student course failures are an area of concern.

Documenting Disproportionate Impacts

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

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Students from low-income families	Developing curriculum that is engaging for students, integrating technology and innovative approaches to course content. Analyzing current course offerings and planning for an expansion of engaging curriculum.
Children with disabilities (including infants,	Assess students quarterly and communicate with

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))	students teachers any areas of strenghts or weaknesses. Creating a rerostering at the half to support students in a more targeted approach.
Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	9th Grade population is extremely vulnerable as they lost much middle school time in-person due to the pandemic.

Reflecting on Local Strategies

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

	Strategy Description
Strategy #1	Assess students quarterly and communicate with students teachers any areas of strenghts or weaknesses. Creating a rerostering at the half to support students in a more targeted approach.

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.

9th Grade population is extremely vulnerable as they lost much middle school time in-person due to the pandemic.

Reflecting on Local Strategies: Strategy #2

	Strategy Description
Strategy #2	Developing curriculum that is engaging for students, integrating technology and innovative approaches to course content. Analyzing current course offerings and planning for an expansion of engaging curriculum.

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.

9th Grade population is extremely vulnerable as they lost much middle school time in-person due to the pandemic.

Reflecting on Local Strategies: Strategy #3

	Strategy Description
Strategy #3	Developing a quarterly highlight page for all students to align students social emotional survey responses alongside their academic performance. This highlight page allows for all stakeholders to get a more holistic view of students which allows for integration of social emotional supports within classes.

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:

9th Grade population is extremely vulnerable as they lost much middle school time in-person due to the pandemic.

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:**

9th Grade population is extremely vulnerable as they lost much middle school time in-person due to the pandemic.

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.)

Philadelphia E&T is greatly interested in engaging all of our stakeholders in meaningful discussion and consultation related to the safe and effective return to school. Stakeholders include the school governing body, local authorizing agency, county health departments, school doctors and nurses, school leadership, collective bargaining unit, other staff and consultants/contracted services, students, students' families, our community agencies and partners, and youth advocates. The school will provide opportunities for feedback through a variety of means, through thoughtful engagement in any/all informational or training sessions offered by the PA Department of Education, local authorizer or health departments, open and widely accessible forums with students, parents/guardians, school employees, public discussion at Board Meetings. The use of funding will be used in alignment of the collective priorities of the community. The school has identified the following the main priorities for the successful return to school and utilization of ESSER funds: Maximizing the Health, Safety, and Wellness of the school community as it relates to this public health crisis and long-term facility improvements to ensure the learning environment is free of structural or antiquated systems while updating to include a secure environment for student and staff safety, as violence in the County has also escalated in result of the pandemic. Analyzing the social and emotional needs of the community, developing new programs, supports and practices designed to create a climate of positivity and support. Maximizing internal resources to maintain student engagement and attendance and reduce violence, conflicts and negative behaviors impacting learning and the community at large. Evaluating and developing inclusive policies and practices that create a culture of unity. Analyzing the academic baseline levels of the students upon the return to school to develop individualized learning plans to support the students academic needs through remediation or acceleration strategies, maximizing the access to quality and researched based out-of-school time programs and service learning opportunities to develop holistic learners.

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)**

Quarterly review of the ARP: ESSER Health and Safety Plan and this LEA Use of ARP ESSER Funds plan will be conducted in an open format, inclusive of any of the aforementioned stakeholder groups. An ESSER coordinator will be hired to supervise this and ensure stakeholder engagement is included each quarter. School leadership will seek feedback and use quarterly review of data to help make changes or additions as needed.

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)**

School leadership will present the ARP: ESSR funding plan and ARP: ESSR Health & Safety Plan at the Board of Trustees Meeting, where public comment is welcomed. The Board of Trustees will review the plan and quarterly review of the plan. The LEA will then publicly post the LEA plan with 90 days of receiving ARP:ESSER funding in multiple languages on the school website at www.petchs.org.

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.

The school will be conducting a thorough review of each students' academic record and will be conducting baseline testing to understand students' current academic levels in both reading and math upon their return to in-person learning. This data will be prepared in a user-friendly way for each student in the LEA, this information will be used to identify if any learning loss occurred and develop an individualized support plan with goals to address that loss through a variety of means: curricular adjustments utilizing both remediation and acceleration, tutoring, small group instruction, access to after-school homework help/peer tutoring, credit recovery programs, etc. Professional development will be offered to staff to support them in understanding the social and emotional needs of the students and any potential implications that may have on the academic progress of the students. Each quarter, staff members will evaluate student performance and updates will be made to the students individualized support plan to demonstrate any/all gains that have been made in the students' goals. These quarterly updates will be communicated to encourage students to meet or exceed their grade-level expectations. The Heads of Academics and Accountability will oversee the implementation of the academic recovery plan as well as the quarterly review of student progress. Given the dynamic nature of the COVID-19 pandemic, the school will develop a threaded approach to the school day to ensure that students have typical patterns and access to the entirety of the school program regardless of the daily modality. The continued utilization of the COVID-19 Information Hub and 1:1 technology, with efforts to ensure all students have access to reliable internet in the homes is a critical component of the continuity of education throughout the 2021-2022 School Year and beyond. The LEA will ensure that ALL learners are supported, for students with an IEP, additional progress monitoring and compensatory services will be offered through a variety of research-based programs and will be coordinated by each students' IEP team. The LEA will ensure proper monitoring and identification of all students for who English is not their primary language. The LEA will ensure proper identification and supports for student experiencing homelessness or housing instability. McKinney-Vento supports will be publicly communicated. The LEA will identify students and track students attendance records over the duration of the pandemic and subsequent transition to and from remote learning to allocate resources to those most in need of in-person learning and acceleration programs.

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.

Continuity of Services: PE&T has been located in the heart of center city at 15th and Chestnut for the last 20 years. PE&T receives students from all over the city who come from many different backgrounds. Beginning in the fall of 2022, PE&T will be moving to a state of the art facility at 1701 Benjamin Franklin Parkway, planned since 2015. Forward thinking facilities, with clean healthful conditions is of paramount effort. The school will develop an innovative learning environment to support the students well being both socially and emotionally, with the inclusion of many new and supportive spaces for students. A life-skills laboratory, full cafeteria, Augmented and Virtual reality labs, gaming center, fitness center, student broadcast/streaming center, science labs. The school construction will be paid for by the acquisition of tax-exempt bond financing. We hope to utilize a portion of ARP:ESSER funding for the interior technology purchases that will help engage the students. The supplies and technology costs are increased in result of the COVID-19 pandemic and essential to the smooth and continued in-person learning for our students. PE&T has traditionally been a leader in student growth metrics and believes that this move will bolster its already established record of promoting the most student growth out of all of its students. PVAAS is one of the major tools that the Pennsylvania Department of Education uses to evaluate educational achievement. PE&T is one of only 3 schools in the district, charters included, to receive a perfect 100 score in the metrics measured by PVAAS: literature, biology and algebra, over the last 3 years. This means, regardless of the student, PE&T promotes the most amount of academic growth in each student, every year. The COVID-19 pandemic will be bringing to us students with even lower proficiency and achievement projections, it is necessary to increase the access to learning tools that will transition our students more quickly and provide an engaging learning environment. In addition to its outstanding in school work, PE&T has an excellent out of school time curriculum. Bolstered by many in person and virtual clubs, such as robotics club which participates in the SeaPerch robotics competition yearly or the broadcast team which provides the school with everyday morning announcements, the full educational experience extends beyond the classroom for every student at PE&T who wishes to participate. PE&T's commitment to each student does not stop with preparing the student for everyday school life. PE&T is also committed to preparing students for life after high school. In addition to college preparatory classes and events, PE&T prepares students for the workplace as well. Seniors at PE&T participate in its cooperative education program which provides students with job opportunities. The cooperative education program also contains a simulated workplace component to allow students to master skills in an increasingly technology driven world. This simulation was/continues to be essential due to uncertainties in the workforce as it relates to a large-scale transition from in-person workplaces to work-from-home environments. Access to Instruction: The LEA will continue to collect data related to student attendance and engagement to utilize funding for guidance services, attendance services, climate services and building management services. These areas will ensure that students have the optimal learning environment. Mitigation Strategies and Facilities Improvements: The LEA would like to allocate a portion of resources to network infrastructure initiatives to ensure that any future transitions will be supportive for students continuity of education. The healthful learning environment is of paramount importance, access to clean drinking water, filtered air flow and proper ventilation.

9. For LEAs with one or more Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) school only

Please verify consultation of the [Evidence Resource Center](#) in developing the LEA Plan for the Use of ARP ESSER Funds and provide a justification for any intervention that is not supported by tier 1, 2, 3, or 4 evidence. If the LEA does not include a school with a CSI or ATSI designation, indicate "Not Applicable."
(3,000 characters max)

N/A

10. 20% Reservation Calculation

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

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

	ARP ESSER Allocation	Reservation Requirement	Reservation Amount (calculated on save)
20 Percent Reservation	4,500,301	20%	900,060

Section: Narratives - Monitoring and Measuring Progress

Section IV: Monitoring and Measuring Progress

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

11. Capacity for Data Collection and Reporting

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

	Data Collection and Analysis Plan (including plan to disaggregate data)
Student learning, including academic impact of lost instructional time during the COVID-19 pandemic	The LEA has a data collection team who are specifically tracking a variety of data related to student achievement and student growth. The LEA's team will create quarterly overview sheets for each student which will include both academic, social emotional and transition data to be disseminated to students, families and staff.
Opportunity to learn measures (see help text)	Student engagement data will be collected, along with course curriculum analysis data. Student engagement will be enhanced through access to technology rich learning environments. Teachers will be able to have the most innovative and interactive technology to support students in and out of the classroom. Staff will have access to Professional Development to utilize modern engagement trends and creative approaches to course content. Student/Family/Staff surveys will be used, along with student course failures.
Jobs created and retained (by number of FTEs and position type) (see help text)	The LEA will be able to maintain 10 FTE positions + benefits in result of this funding. The LEA will be able to offer additional compensation to all employees to support the additional demands of the COVID-19 pandemic. Additional PT positions will be available for existing staff members through afterschool and summer hours to help increase students support through programs. Approximately 6-PT positions have been created in result of this funding. Actual positions will be tracked by the Head of Accountability and/or data coordinator.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	A coordinator of OST programs will collect student participation data on a daily basis. These attendance logs will be facilitated to the ESSER coordinator and passed to teachers and school leadership, as needed.

Section: Narratives - ARP ESSER Assurances

ARP ESSER Fund Assurances

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



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



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

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



The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals

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



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



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



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



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



The LEA will comply with all ARP Act and other ARP ESSER requirements, including but not limited to complying with the maintenance of equity provisions in section 2004(c) of the ARP Act. Under Maintenance of Equity, per-pupil funding from state and local sources and staffing levels for *high poverty schools* may not be decreased by an amount that exceeds LEA-wide reductions in per-pupil funding and staffing levels for *all schools* served by the LEA¹. High poverty schools are

the 25 percent of schools serving the highest percent of economically disadvantaged students in the LEA as measured by information LEAs submitted in PIMS that includes individual student data and identifying if the student meets economically disadvantaged criteria. This data is used to calculate school poverty percentages . Note: An LEA is exempt from the Maintenance of Equity requirement if the LEA has a total enrollment of fewer than 1,000 students, operates a single school, serves all students in each grade span in a single school, or demonstrates an exceptional or uncontrollable circumstance, as determined by the United States Secretary of Education.

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



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



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



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



The LEA's Health and Safety Plan will include (1) how the LEA will, to the greatest extent practicable, support prevention and mitigation policies in line with the most up-to-date guidance

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



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



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



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

Section: Narratives - LEA Health and Safety Plan Upload

LEA HEALTH AND SAFETY PLAN

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

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

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$4,500,301.00

Allocation

\$4,500,301.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$1,050,000.00	Salaries related to 20% set aside for learning loss, summer programs and after school programs
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$304,354.00	Related Benefits
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$100,000.00	Supplies
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$230,000.00	Salaries
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$70,000.00	Related Benefits
		\$1,754,354.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$4,500,301.00

Allocation

\$4,500,301.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2300 - SUPPORT SERVICES – ADMINISTRATION	100 - Salaries	\$288,000.00	Salaries
2300 - SUPPORT SERVICES – ADMINISTRATION	200 - Benefits	\$87,000.00	Realted Benefits
2600 - Operation and Maintenance	500 - Other Purchased Services	\$172,680.00	Technology/Communication
2600 - Operation and Maintenance	700 - Property	\$1,698,267.00	TV's/TV brackets,VOIP phones,Projectors,computers,laptops,network infrastructure
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$385,000.00	Social & Emotional support Salaries
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$115,000.00	Related Benefits
		\$2,745,947.00	

Project #: 223-21-0999
Agency: Philadelphia Electrical & Tech CHS
AUN: 126510009
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

Section: Budget - Budget Summary

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$1,050,000.00	\$304,354.00	\$0.00	\$0.00	\$0.00	\$100,000.00	\$0.00	\$1,454,354.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$230,000.00	\$70,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$300,000.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$385,000.00	\$115,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$500,000.00
2200 Staff Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

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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
2300 SUPPORT SERVICES – ADMINISTRATION	\$288,000.00	\$87,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$375,000.00
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	\$172,680.00	\$0.00	\$1,698,267.00	\$1,870,947.00
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
	\$1,953,000.00	\$576,354.00	\$0.00	\$0.00	\$172,680.00	\$100,000.00	\$1,698,267.00	\$4,500,301.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00

Project #: 223-21-0999
Agency: Philadelphia Electrical & Tech CHS
AUN: 126510009
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
							Final	\$4,500,301.00