

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

This agreement (“Agreement”) is made by and between the Commonwealth of Pennsylvania (“Commonwealth”), through its Pennsylvania Department of Education (“Department”), and Mifflin County SD located at 201 Eighth St - Highland Park, Lewistown, PA 17044, (“Grantee”).

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

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

1. Pursuant to this Agreement, Grantee will receive funds in the amount of \$1,325,805.00. The grant shall be used to defray program costs incurred from March 13, 2020 to September 30, 2024.
2. The Agreement shall become effective on the date it is fully executed by all required parties and shall terminate on September 30, 2024, unless terminated earlier in accordance with the terms hereof.
3. Grantee shall furnish all qualified personnel, facilities, materials and other services and in consultation with the Department, provide the services described in Appendix B.
4. This Agreement is comprised of the following Appendices which are hereby incorporated by reference into this Agreement:

Appendix A – Special Program Terms

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

Appendix C – Payment Terms, Responsibilities and Contact Information

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

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

**FOR THE GRANTEE**

Signature: Vance Varner - Electronic Signature Date: 11/24/2021

Title: Superintendent

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_



**FOR THE COMMONWEALTH**

For the Secretary of Education: Susan McCrone - Electronic Signature Date: 2/12/2022  
 Title: Division Chief

**APPROVED AS TO FORM AND LEGALITY**

Office of Chief Counsel: Patrick Lord - Electronic Signature Date: 2/15/2022  
 Department of Education  
 Office of General Counsel: \_\_\_\_\_ Date: \_\_\_\_\_  
 Office of Attorney General: \_\_\_\_\_ Date: \_\_\_\_\_

Form Approval No. 6-FA-52.0

Comptroller: Donna Kohr - Electronic Signature Date: 2/23/2022

**Vendor Name: Mifflin County SD**  
**Address: 201 Eighth St - Highland Park, Lewistown, PA 17044**  
**Fed ID #: 251157800**  
**Vendor #: 0000691825**

Grant Title	Funding Source	Project Number	CFDA Number	Allocation Amount	Award Amount
ARP ESSER After School Set Aside	Federal	FA-225-21-0251	TBD	\$189,401.00	\$189,401.00
ARP ESSER Learning Loss Set Aside	Federal	FA-225-21-0251	TBD	\$947,003.00	\$947,003.00
ARP ESSER Summer School Set Aside	Federal	FA-225-21-0251	TBD	\$189,401.00	\$189,401.00
ESSER Fund (ARP ESSER) 7% Set Asides Consolidated	Federal	FA-225-21-0251	TBD	\$0.00	\$1,325,805.00

**Grantee agrees to comply with the following terms and conditions:**

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

**General Federal Requirements:**

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

**Other Federal Requirements:**

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

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

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

## Section: Narratives - Needs Assessment

### Introduction

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

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

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

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

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

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

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

### Indicators of Impact

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

Students who missed the most in-person learning and did not consistently participate in

remote learning will be prioritized for our summer and afterschool programs. Panorama Early Warning System, student assessment data and teacher recommendations be used to determine student eligibility. A district committee was formed and made recommendations for a 2+ year comprehensive K-12 tutoring program. Panorama has been purchased as a data analysis EWS for the LEA to analyze the COVID 19 impact on student academic performance. Attendance, academic and social emotional learning data will be analyzed and students will be offered tutoring services to help with the learning loss associated with the extended school closure and/or lack of participation in remote learning. Vulnerable student populations such as spec. ed., ED and EL's that have data indicating academic or SEL needs will receive priority for tutoring services. The MCSD offers a comprehensive MTSS to assist and monitor students' progress and student learning gaps stemming from COVID-19. Teachers, principals, parents, families, Chief of Operations, Chief of Academics, Dir. of Student Services and the Federal Programs Coordinator work as a team to review the needs of students at each respective school to support the mission of ensuring that all students meet or make growth towards grade level standards. Classroom, Title 1, special education teachers, counselors and building principal meet as a grade level team throughout the year to discuss grade level and individual student data. These group data meetings are used to identify and support students struggling due to missed instruction as a result of school closures and/or a lack of participation in remote learning opportunities provided throughout the pandemic.

**Section: Narratives - After-school Program**

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

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

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
Children from Low-Income Families	Academic Growth	200	<p>The MCSD offers a comprehensive MTSS to assist and monitor students' progress and student learning gaps stemming from COVID-19. Teachers, principals, parents, families, Chief of Operations, Chief of Academics, Dir. of Student Services and the Federal Programs Coordinator work as a team to review the needs of students at each respective school to support the mission of ensuring that all students meet or make growth towards grade level standards. Classroom, Title 1, special education teachers, counselors and building principal meet as a grade level team throughout the year to discuss grade level and individual student data. These group data meetings are used to identify and</p>



Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
			support students struggling due to missed instruction as a result of school closures and/or a lack of participation in remote learning opportunities provided throughout the pandemic.
Children with Disabilities	Academic Growth	100	The MCSD offers a comprehensive MTSS to assist and monitor students' progress and student learning gaps stemming from COVID-19. Teachers, principals, parents, families, Chief of Operations, Chief of Academics, Dir. of Student Services and the Federal Programs Coordinator work as a team to review the needs of students at each respective school to support the mission of ensuring that all students meet or make growth towards grade level standards. Classroom, Title 1, special education teachers, counselors and building principal meet as a grade level team throughout the year to discuss grade level and individual student

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
			data. These group data meetings are used to identify and support students struggling due to missed instruction as a result of school closures and/or a lack of participation in remote learning opportunities provided throughout the pandemic.

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

The Mifflin County School District will use evidenced based resources that meet the specific needs of eligible afterschool tutoring students at each respective building in the district. MCSD teachers have vetted and selected a variety of evidence based resources to provide academic support to students based on an analysis of assessment data. Evidence based resources used with students in our afterschool program include the following: Lexia, iReady, Leveled Literacy Instruction, 95% Group Resources, Early Reading Intervention, Guided Reading Books, Spring Math Resources, 6 Minute-Reading Solution, enVision math resources, Reading A-Z, Phonics for Reading, Benchmark Literacy resources, Heggerty, Foundations, From Phonics to Reading, Decodable Books, Step Up to Writing, Essentials for Algebra, Language Live, HMH Math Resources, Newsela

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

Number of Staff Members	Internal/Outside Provider	Role
30	Internal	Afterschool Program Tutor



- a. The LEA assures it understands it is responsible to offer the work to its internal

**employees prior to engaging outside entities.**



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

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

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Acadience	BOY, MOY and EOY	Overall Increase in Reading Composite Score
Benchmark Assessment System	BOY, MOY and EOY	Growth in Fountas and Pinnell Text Gradient Level
Spring Math	Fall, Winter, Spring	Increase in screening score to reach Instructional Target for grade level measures.
Classroom Diagnostic Tools (Keystone Tested Subjects)	2-3 times per year	Increase in overall scaled score on CDT assessment.

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

Teachers will discuss after-school program opportunities for eligible students with parents during our annual parent teacher conferences. Teachers and building principals will also communicate throughout the school year with parents regarding afterschool program eligibility and progress in the after-school program through Class DoJo, SeeSaw and Google Classroom. The MCSD will also offer a remote tutoring option to our families and students. Any teacher that notices a defined academic need with a student and would like to provide outside remote tutoring (remotely not in person) may do so with approval from the building principal. In order to document the need, teachers must conference with their building principal to outline the gap in student learning. The principal would need to grant approval before approaching a parent/student about the need for remote tutoring. If a teacher and the parent/student can agree upon a set time they can begin the tutoring sessions. If the student is in need of a

device (iPad, Laptop) for participation in remote tutoring the technology will be made available for the student upon completion of the MCSD One to One Program Checkout and Liability Form.

**Section: Budget - Instruction Expenditures**

Instruction Expenditures

**Budget**

\$189,401.00

**Allocation**

\$189,401.00

**Budget Over(Under) Allocation**

\$0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$150,128.00	Hourly salary (supplemental pay) for planning and implementation of supplemental after school programs.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$39,273.00	Hourly benefits (supplemental pay) for planning and implementation of supplemental after school programs.
		<b>\$189,401.00</b>	

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

Support and Non-Instructional Expenditures

**Budget**

\$189,401.00

**Allocation**

\$189,401.00

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**Budget Over(Under) Allocation**

\$0.00

Budget Overview

Function	Object	Amount	Description
		\$	
		<b>\$0.00</b>	

**Section: Budget - Budget Summary**  
**BUDGET SUMMARY**

	<b>100 Salaries</b>	<b>200 Benefits</b>	<b>300 Purchased Professional and Technical Services</b>	<b>400 Purchased Property Services</b>	<b>500 Other Purchased Services</b>	<b>600 Supplies 800 Dues and Fees</b>	<b>700 Property</b>	<b>Totals</b>
<b>1000 Instruction</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY</b>	\$150,128.00	\$39,273.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$189,401.00
<b>1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1300 CAREER AND TECHNICAL EDUCATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1400 Other Instructional Programs – Elementary / Secondary</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1600 * ADULT EDUCATION PROGRAMS</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1700 Higher Education Programs</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1800 Pre-K</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2000 SUPPORT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2100 SUPPORT SERVICES – STUDENTS</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2200 Staff Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$150,128.00	\$39,273.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$189,401.00
<b>Approved Indirect Cost/Operational Rate: 0.0000</b>								<b>\$0.00</b>



	<b>100 Salaries</b>	<b>200 Benefits</b>	<b>300 Purchased Professional and Technical Services</b>	<b>400 Purchased Property Services</b>	<b>500 Other Purchased Services</b>	<b>600 Supplies 800 Dues and Fees</b>	<b>700 Property</b>	<b>Totals</b>
							<b>Final</b>	<b>\$189,401.00</b>

## Section: Narratives - Needs Assessment

### Introduction

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

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

### Percentage of LEA Allocation - Required Activities

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

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

**8% - To address reading remediation and improvement for students**

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

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

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

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

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

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

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

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

**Indicators of Impact**

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

	<b>Method used to Understand Each Type of Impact</b>
<b>Social and Emotional Learning</b>	<p>Trauma Informed Practices A K-12 Multi-Tiered System of Support for the mental and behavioral wellness of all students will be developed in the MCSD. This system will be comprised of 3 tiers, and will provide the framework of prevention, response, and recovery services for students and families who have experienced trauma in the past or who may experience trauma in the future as a result of the COVID 19 pandemic. At Tier 1 the following activities may occur: • Universal screening for behavioral and emotional barriers to learning • Classroom lessons on resiliency building skills • Consultation with teachers to promote social emotional learning into classroom/curriculum • Development and implementation of school-wide positive behavior interventions and supports with a focus on creating a positive school climate. • Data collection and evaluation of the effectiveness of school-wide social and emotional programs. • Consultation of effective discipline policies and practices • Staff development related to mental health problems At Tier 2 the following activities may occur: • Suicide risk/threat assessment • Protocols for responding to bullying • Evidence-based mental and behavioral health programs (for example, Check In Check Out) • Skills group counseling (for example, social skills training, anger management, stress reduction) • Assessment and interpretation of behavioral data to monitor response to intervention • Solution-focused groups • Mentoring of students • Facilitation of collaboration among family, school, and community to address mental and behavioral health problems At Tier 3 the following activities may occur: • Direct therapeutic services to all students in need, including individual and group counseling • Cognitive-behavioral therapy • Psychological assessment of social, emotional, and behavioral problems. • Suicide intervention and postvention • Crisis intervention/crisis response • Facilitation of collaboration among school providers with community agencies and other outside mental and behavioral health providers</p>
	<p>Trauma Informed Practices A K-12 Multi-Tiered System of Support for the mental and behavioral wellness of all students will be developed in the</p>

	<b>Method used to Understand Each Type of Impact</b>
<b>Professional Development for Social and Emotional Learning</b>	<p>MCSO. This system will be comprised of 3 tiers, and will provide the framework of prevention, response, and recovery services for students and families who have experienced trauma in the past or who may experience trauma in the future as a result of the COVID 19 pandemic. At Tier 1 the following activities may occur: • Universal screening for behavioral and emotional barriers to learning • Classroom lessons on resiliency building skills • Consultation with teachers to promote social emotional learning into classroom/curriculum • Development and implementation of school-wide positive behavior interventions and supports with a focus on creating a positive school climate. • Data collection and evaluation of the effectiveness of school-wide social and emotional programs. • Consultation of effective discipline policies and practices • Staff development related to mental health problems At Tier 2 the following activities may occur: • Suicide risk/threat assessment • Protocols for responding to bullying • Evidence-based mental and behavioral health programs (for example, Check In Check Out) • Skills group counseling (for example, social skills training, anger management, stress reduction) • Assessment and interpretation of behavioral data to monitor response to intervention • Solution-focused groups • Mentoring of students • Facilitation of collaboration among family, school, and community to address mental and behavioral health problems At Tier 3 the following activities may occur: • Direct therapeutic services to all students in need, including individual and group counseling • Cognitive-behavioral therapy • Psychological assessment of social, emotional, and behavioral problems. • Suicide intervention and postvention • Crisis intervention/crisis response • Facilitation of collaboration among school providers with community agencies and other outside mental and behavioral health providers</p>
<b>Reading Remediation and Improvement for Students</b>	<p>The MCSO offers a comprehensive MTSS to assist and monitor students' progress and student learning gaps stemming from COVID-19. Teachers, principals, parents, families, Chief of Operations, Chief of Academics, Dir. of Student Services and the Federal Programs Coordinator work as a team to review the needs of students at each respective school to support the mission of ensuring that all students meet or make growth towards grade level standards. Classroom, Title 1, special education teachers, counselors and building principal meet as a grade level team throughout the year to discuss grade level and individual student data. These group data meetings are used to identify and support students struggling due to missed instruction as a result of school closures and/or a lack of participation in remote learning opportunities provided throughout the pandemic. In consulting with building and district data a large number of students have experienced a drop in academic performance with phonics development. This gap is now presenting itself in whole words read, thus preventing students from being fluent/comprehensive readers. The district will engage in a robust Professional Development plan relying on LETRS training to train a group of teachers/professionals on effective literacy practices. For the next three years the district will attend these trainings</p>

	<b>Method used to Understand Each Type of Impact</b>
	and design professional development on explicit, deliberate, and appropriate literacy instruction to meet the needs of all students.
<b>Other Learning Loss</b>	The MCSD offers a comprehensive MTSS to assist and monitor students' progress and student learning gaps stemming from COVID-19. Teachers, principals, parents, families, Chief of Operations, Chief of Academics, Dir. of Student Services and the Federal Programs Coordinator work as a team to review the needs of students at each respective school to support the mission of ensuring that all students meet or make growth towards grade level standards. Classroom, Title 1, special education teachers, counselors and building principal meet as a grade level team throughout the year to discuss grade level and individual student data. These group data meetings are used to identify and support students struggling due to missed instruction as a result of school closures and/or a lack of participation in remote learning opportunities provided throughout the pandemic. Mifflin County School District has also noted an increase in students needing social emotional and mental health supports. As a result, individual buildings will engage in a needs assessment and develop a targeted plan to support PBIS/MTSS systems that target social emotional/disciplinary/academic metrics. Thus helping to improve student achievement and building climate.

**Documenting Disproportionate Impacts**

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

<b>Student Group</b>	<b>Area of Impact</b>	<b>Provide specific strategies that were used or will be used to identify and measure impacts</b>
Children with Disabilities	Reading Remediation and Improvement	Acadience data has been analyzed and a gap in achievement has been noted. It is expected that an increase in student achievement/growth will be noted. Our goal is for students to be reading on grade level by grade 3.
		PBIS and MTSS are school wide systems of support. The Mifflin County School District

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Children from Low-Income Families	Other Areas of Learning Loss	has diverse needs in all buildings. A large amount of students are being identified for help through the SAP system and Tiered PBIS systems. In addition, a gap in learning has been noted through CDT, Iready, and Acadience data. Buildings will engage in a data driven action plan that identifies specific targets for improvement and uses funding to support the individual needs of buildings and students.
Children from Low-Income Families	Social and Emotional Learning	The MCSD will analyze SAP referrals, Check in Check Out data, number of Risk Assessments completed by mental health staff, the number of Office Daily Referrals and student attendance/truancy to identify the level of social emotional needs in the district that are impacting student learning. We will hire additional social workers to target the needs of students identified from the data sources above.

**Section: Narratives - Learning Loss Program Questions**

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

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

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

3. Calculate 30% of LEA Allocation as the **MINIMUM REQUIRED RESERVE** for Social and Emotional Learning. *(Calculation will populate when you click the Save button)*

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

	Total LEA Allocation	Multiply by 30% (.30)	Minimum Allocation for SEL
<b>Minimum 30% SEL Requirement</b>	947,003	30%	284,101

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

The MCSD will analyze SAP referrals, Check in Check Out data, number of Risk Assessments completed by mental health staff, the number of Office Daily Referrals and student attendance/truancy to identify the level of social emotional needs in the district that are impacting student learning. Areas of strength include active mental health and PBIS teams in each building that are able to identify social emotional needs of our students. Our concern is with a significant increase in SAP referrals and risk assessments completed, we do not have enough mental health staff to support the needs of our students. Another concern is the increase in the number of requests for special education evaluations. In order to address those requests in a timely manner we will contract the service of a school psychologist.

5. Program/Activities – Please describe the planned program activities and identify the type of activity and the number of students to be served by that activity.

Program Activity	Student Group	Type (Universal, Targeted, Intensive)	Number of Students Served
Hire Additional Social Workers	Children from Low-Income Families	Intensive	300
Contracted School Psychologist	Children with Disabilities	Intensive	72

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

Tool Used to Evaluate Success	Frequency of Use	Expected Results
SAP Referrals	Monthly	Decrease in the number of SAP referrals.
Risk Assessments	Quarterly	Decrease in the number of completed Risk Assessments.
Social Worker Logs	Quarterly	Increase in the number of students accessing social worker services.

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

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

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



	Total LEA Allocation	Multiply by 10% (.10)	Minimum Allocation for SEL PD
<b>Minimum 10% SEL PD Requirement</b>	947,003	10%	94,700

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

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other)	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
c. Motivating students that have been disengaged;	23	Other	Jeanne Knouse (External)	External Contractor	FALL 2022 - Intro to Restorative Practices Learn practical strategies to build strong, healthy relationships with students, families, and colleagues. Interactive experiences bring you to a full understanding of the fundamental unifying premise of restorative

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other)	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
					practices—that people are happier, more cooperative and productive, and more likely to make positive changes in their lives when those in positions of authority do things with them rather than to them or for them.
c. Motivating students that have been disengaged;	7	Other	Jeanne Knouse (External)	External Contractor	SPRING 2023 - Using Circles Effectively Circles facilitate conversation and encourage full participation to help promote truly meaningful communication. Through video, practice, and discussion, participants identify reliable methods for using circles to build community, establish norms and address behavior and relationships.

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other)	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
					Useful in any setting from education and other human services to organizational management.
c. Motivating students that have been disengaged;	16	Admin	Jeanne Knouse (External)	External Contractor	SPRING 2023 - Intro to Restorative Practices/Circles Combination Day Introduction to the use of restorative practices in the place of exclusionary discipline in the school setting, instruction on how to run restorative circles with students
					FALL 2023 - Putting Theory into Practice for School Staff and Administrators Four live weekly Zoom sessions provide opportunities to practice the full range of restorative practices: Session 1 —

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other)	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
c. Motivating students that have been disengaged;	7	Other	International Institute for Restorative Practices	External Contractor	Take inventory of successes and challenges and establish personal learning goals. Session 2 — Strategize what it means to set high expectations while also providing high levels of support in your setting. Session 3 — Delve deeply into proactive community building, including practical ways to foster positive relationships with students, staff and parents. Session 4 — Explore responses to harm and how to utilize restorative problem-solving strategies to address needs that arise among any group in the school community.

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other)	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
c. Motivating students that have been disengaged;	587	Teacher	Restorative Practices Trainers	Internal Staff	FALL 2024 - Restorative Practices Overview/District Plan Share overview of restorative practices and various skills with teachers, present district plan for replacing exclusionary discipline with restorative practices
c. Motivating students that have been disengaged;	507	Teacher	Restorative Practices Trainers	Internal Staff	SPRING 2024 - Skill Coaching Trainers will coach classroom teachers in small groups on the use of restorative skills and provide ongoing consultation

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

Tool Used to Evaluate Success	Frequency of Use	Expected Results
		Fewer suspensions/expulsions,

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Office Discipline Referrals, attendance, grades/academic performance	Monthly	improved attendance, improved academic performance, fewer disciplinary offenses referred to administration

**Section 3c - Reading Improvement for Students:**

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

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

- Calculate 8% of LEA Allocation as the **MINIMUM REQUIRED RESERVE** for Reading Improvement for Students. (Calculation will populate when you click the Save button)
  - This value will be needed in the corresponding budget section.

	Total LEA Allocation	Multiply by 8% (.08)	Minimum Allocation for Reading Improvement
<b>Minimum 8% Reading Improvement Requirement</b>	947,003	8%	75,760

- What local assessments were used to determine the need to address learning loss in the area of reading? For which specific groups of students was this need evidenced? What were the findings?

Acadience data for 1st grade noted a 26% decrease in student achievement for low socio-economic and students with disabilities. Typically beginning of the year benchmarking averages 70%. The previous two years have averaged 48%. By implementing LETRS training we would like to get back to and exceed pre-pandemic levels with our 1st grade Acadience Reading Composite data.

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

No

Please explain:

As reflected in district data low socio-economic, students with disabilities, and ELL students have experienced a larger loss of learning. This is also reflected in PVAAS scores for grades 4-8 in ELA, Math, Science.

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

Yes

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

Training	Grade Level / ESL / Special Education	Number of Teachers Trained
LETRS	K/1	25

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

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Level Literacy Intervention	Children from Low-Income Families	80	The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is an intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult. The goal of LLI is to lift the literacy achievement of

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			students who are not achieving grade-level expectations in reading.
Phonics for Reading	Children from Low-Income Families	60	Each PHONICS for Reading lesson uses a systematic sequence of explicit phonics instruction, providing a consistent routine that allows students to apply each concept in increasingly challenging situations to build accuracy, automaticity, and fluency. This approach ensures upper elementary, middle, and high school students progress quickly through phonics intervention lessons, keeping them motivated and feeling successful.
Heggerty	Children from Low-Income Families	600	Phonemic awareness is essential in teaching students to be automatic decoders of print. The Heggerty Phonemic Awareness Curriculum provides students with consistent and repeated instruction, and this transfers to developing a student's decoding and encoding skills.



Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Early Reading Intervention	English Learners	40	The goal of Scott Foresman's Early Reading Intervention (ERI) program is to increase students' alphabetic principle, phonemic awareness and early phonics (decoding) skills so they are able to begin reading by the end of Kindergarten or the middle of first grade.
Step up to Writing	Children from Low-Income Families	600	Step Up to Writing is an organizational program that teaches explicit writing strategies within the writing process (pre-writing, drafting, revising, editing, final copy, proofreading, sharing) to help students organize their thinking and their writing. It is used primarily for informational, expository writing.
Word Gen	Children from Low-Income Families	600	Word Generation is a supplemental program that aims to improve students' reading comprehension by building students' vocabulary, academic language, and perspective-taking skills through classroom discussion and debate.

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

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Acadience	BOY, MOY and EOY	Overall Increase in Reading Composite Score
Benchmark Assessment System	BOY, MOY and EOY	Growth in Fountas and Pinnell Text Gradient Level
Spring Math	Fall, Winter, Spring	Increase in screening score to reach Instructional Target for grade level measures.
Classroom Diagnostic Tools (Keystone Tested Subjects)	2-3 times per year	Increase in overall scaled score on CDT assessment
iReady	BOY, MOY and EOY	Increase in overall scaled score

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

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

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

	Total LEA Allocation	Multiply by 52% (.52)	Maximum Allocation for Other Learning Loss Activities
<b>52% Other Learning Loss Activities</b>	947,003	52%	492,442

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

students most disproportionately impacted.

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Positive Behavior Interventions and Supports	Children from Low-Income Families	1,500	Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS creates schools where all students succeed.

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

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Skyward Discipline Referrals	Monthly	Decrease in monthly discipline referrals.
Student Risk Screen Scale SRSS	BOY, MOY, EOY	Increase in prosocial behavior exhibited on daily basis. Increase in PAW tickets distributed.
Acadience	BOY, MOY and EOY	Overall Increase in Reading Composite Score
Benchmark Assessment System	BOY, MOY and EOY	Growth in Fountas and Pinnell Text Gradient Level
Spring Math	Fall, Winter, Spring	Increase in screening score to reach Instructional Target for grade level measures.

<b>Tool Used to Evaluate Success</b>	<b>Frequency of Use</b>	<b>Expected Results</b>
Classroom Diagnostic Tools (Keystone Tested Subjects)	2-3 times per year	Increase in overall scaled score on CDT assessment
iReady	BOY, MOY and EOY	Increase in overall scaled score

**Section: Budget - Social and Emotional Learning Budget**

Social and Emotional Learning Budget

**Budget**

\$947,003.00

**Allocation**

\$947,003.00

**Budget Over(Under) Allocation**

\$0.00

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

284,100

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$378,966.00	Salary for two additional mental health providers (social workers) to support student's mental health needs in district. (remainder of 21-22, 22-23 and 23-24)
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$141,380.00	Benefits for two additional mental health providers (social workers) to support student's mental health needs in district. (remainder of 21-22, 22-23 and 23-24)
2100 - SUPPORT	300 - Purchased		Contracted services for additional educational evaluations needed to

<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
SERVICES – STUDENTS	Professional and Technical Services	\$60,000.00	determine eligibility for special education services as a result of COVID 19 learning loss.
		<b>\$580,346.00</b>	

**Section: Budget - Social and Emotional Learning Professional Development Budget**

Social and Emotional Learning Professional Development Budget

**Budget**

\$947,003.00

**Allocation**

\$947,003.00

**Budget Over(Under) Allocation**

\$0.00

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

94,700

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	100 - Salaries	\$62,605.00	Supplemental hourly salary for staff to attend summer and afterschool SEL/Restorative Practices professional development activities.
2200 - Staff Support Services	200 - Benefits	\$24,700.00	Supplemental hourly benefits for staff to attend summer and afterschool SEL/Restorative Practices professional development activities.
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$6,465.00	Contracted services for Restorative Practices external trainer.

<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$930.00	Materials for Restorative Practices trainings.
		<b>\$94,700.00</b>	



**Section: Budget - Reading Improvement Budget**

Reading Improvement Budget

**Budget**

\$947,003.00

**Allocation**

\$947,003.00

**Budget Over(Under) Allocation**

\$0.00

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

75,760

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$17,000.00	Contracted services for LETRS I training.
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$17,000.00	Contracted services for LETRS II training.
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$8,000.00	Contracted services for LETRS Early Childhood training.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$16,000.00	Participant manuals/bundles for LETRS I training.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$5,000.00	Participant manuals/bundles for LETRS Early Childhood training

<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$16,000.00	Participant manuals/bundles for LETRS II training.
		<b>\$79,000.00</b>	

**Section: Budget - Other Learning Loss Expenditures**

**Learning Loss Budget**

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

	Total LEA Allocation	30% SEL Budgeted Value	10% SEL PD Budgeted Value	8% Reading Improvement Budgeted Value	Remaining Allocation for Other Learning Loss Activities
<b>Other Learning Loss Activities Amount</b>	947,003	284,109	94,700	75,760	492,434

**Learning Loss Expenditures**

**Budget**

\$947,003.00

**Allocation**

\$947,003.00

**Budget Over(Under) Allocation**

\$0.00

Budget Overview

Function	Object	Amount	Description
			Support building level MTSS/PBIS/SEL systems to increase student achievement and attendance. Each building will be given an allocation of approximately \$21,439 to collaborate with

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$192,957.00	faculty to determine learning loss gaps and identify resources needed to address these needs. Administration will engage stakeholders to identify data driven targets that support the academic and social emotional well-being of students, faculty, and the learning community.
		<b>\$192,957.00</b>	

**Section: Budget - Budget Summary**

**BUDGET OVERVIEW**

**Budget**

\$947,003.00

**Allocation**

\$947,003.00

**Budget Over(Under) Allocation**

\$0.00

**BUDGET SUMMARY**

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$229,957.00	\$0.00	\$229,957.00
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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
<b>Programs</b>								
<b>1800 Pre-K</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2000 SUPPORT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2100 SUPPORT SERVICES – STUDENTS</b>	\$378,966.00	\$141,380.00	\$60,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$580,346.00
<b>2200 Staff Support Services</b>	\$62,605.00	\$24,700.00	\$49,395.00	\$0.00	\$0.00	\$0.00	\$0.00	\$136,700.00
<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>100 Salaries</b>	<b>200 Benefits</b>	<b>300 Purchased Professional and Technical Services</b>	<b>400 Purchased Property Services</b>	<b>500 Other Purchased Services</b>	<b>600 Supplies 800 Dues and Fees</b>	<b>700 Property</b>	<b>Totals</b>
<b>3300 Community Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	<b>\$441,571.00</b>	<b>\$166,080.00</b>	<b>\$109,395.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$229,957.00</b>	<b>\$0.00</b>	<b>\$947,003.00</b>
<b>Approved Indirect Cost/Operational Rate: 0.0000</b>								<b>\$0.00</b>
<b>Final</b>								<b>\$947,003.00</b>

## Section: Narratives - Needs Assessment

### Introduction

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

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

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

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

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

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

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

### Indicators of Impact

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

Students who missed the most in-person learning and did not consistently participate in remote learning will be prioritized for our summer and afterschool programs. Panorama Early Warning System, student assessment data and teacher recommendations be used to



determine student eligibility. A district committee was formed and made recommendations for a 2+ year comprehensive K-12 tutoring program. Panorama has been purchased as a data analysis EWS for the LEA to analyze the COVID 19 impact on student academic performance. Attendance, academic and social emotional learning data will be analyzed and students will be offered tutoring services to help with the learning loss associated with the extended school closure and/or lack of participation in remote learning. Vulnerable student populations such as spec. ed., ED and EL's that have data indicating academic or SEL needs will receive priority for tutoring services. The MCSD offers a comprehensive MTSS to assist and monitor students' progress and student learning gaps stemming from COVID-19. Teachers, principals, parents, families, Chief of Operations, Chief of Academics, Dir. of Student Services and the Federal Programs Coordinator work as a team to review the needs of students at each respective school to support the mission of ensuring that all students meet or make growth towards grade level standards. Classroom, Title 1, special education teachers, counselors and building principal meet as a grade level team throughout the year to discuss grade level and individual student data. These group data meetings are used to identify and support students struggling due to missed instruction as a result of school closures and/or a lack of participation in remote learning opportunities provided throughout the pandemic.

**Section: Narratives - Summer School Program Questions**

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

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

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
Children from Low-Income Families	Academic Growth	200	The MCSD offers a comprehensive MTSS to assist and monitor students' progress and student learning gaps stemming from COVID-19. Teachers, principals, parents, families, Chief of Operations, Chief of Academics, Dir. of Student Services and the Federal Programs Coordinator work as a team to review the needs of students at each respective school to support the mission of ensuring that all students meet or make growth towards grade level standards. Classroom, Title 1, special education teachers, counselors and building principal meet as a grade level team throughout the year to discuss grade level and individual student

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
			<p>data. These group data meetings are used to identify and support students struggling due to missed instruction as a result of school closures and/or a lack of participation in remote learning opportunities provided throughout the pandemic.</p>
Children with Disabilities	Academic Growth	100	<p>The MCSD offers a comprehensive MTSS to assist and monitor students' progress and student learning gaps stemming from COVID-19. Teachers, principals, parents, families, Chief of Operations, Chief of Academics, Dir. of Student Services and the Federal Programs Coordinator work as a team to review the needs of students at each respective school to support the mission of ensuring that all students meet or make growth towards grade level standards. Classroom, Title 1, special education teachers, counselors and building principal meet as a grade level team</p>

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
			throughout the year to discuss grade level and individual student data. These group data meetings are used to identify and support students struggling due to missed instruction as a result of school closures and/or a lack of participation in remote learning opportunities provided throughout the pandemic.

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

The Mifflin County School District will use evidenced based resources that meet the specific needs of eligible summer school tutoring students at each respective building in the district. MCSD teachers have vetted and selected a variety of evidence-based resources to provide academic support to students based on an analysis of assessment data. Evidence based resources used with students in our summer school program include the following: Lexia, iReady, Leveled Literacy Instruction, 95% Group Resources, Early Reading Intervention, Guided Reading Books, Spring Math Resources, 6 Minute-Reading Solution, enVision math resources, Reading A-Z, Phonics for Reading, Benchmark Literacy resources, Heggerty, Foundations, From Phonics to Reading, Decodable Books, Step Up to Writing, Essentials for Algebra, Language Live, HMH Math Resources, Newsela

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

Number of Staff Members	Internal/Outside Provider	Role
50	Internal Provider	Summer Program Tutor



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



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

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

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Acadience	BOY, MOY and EOY	Overall Increase in Reading Composite Score
Benchmark Assessment System	BOY, MOY and EOY	Growth in Fountas and Pinnell Text Gradient Level
Spring Math	Fall, Winter, Spring	Increase in screening score to reach Instructional Target for grade level measures.
Classroom Diagnostic Tools (Keystone Tested Subjects)		Increase in overall scaled score on CDT assessment.

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

Teachers will discuss summer school program opportunities for eligible students with parents during our annual parent teacher conferences. Teachers and building principals will also communicate throughout the school year with parents regarding summer school program eligibility and progress in the summer school program through Class DoJo, SeeSaw and Google Classroom. The MCSD will also offer a remote tutoring option to our families and students. Any teacher that notices a defined academic need with a student and would like to provide outside remote tutoring (remotely not in person) may do so with approval from the building principal. In order to document the need, teachers must conference with their building principal to outline the gap in student learning. The principal would need to grant approval before approaching a parent/student about the need for remote tutoring. If a teacher and the parent/student can agree upon a set time they can begin the tutoring sessions. If the student is in need of a device (iPad, Laptop) for participation in remote tutoring the technology will be

made available for the student upon completion of the MCSD One to One Program Checkout and Liability Form.

**Section: Budget - Instruction Expenditures**

Instruction Expenditures

**Budget**

\$189,401.00

**Allocation**

\$189,401.00

**Budget Over(Under) Allocation**

\$0.00

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$150,128.00	Hourly salary (supplemental pay) for planning and implementation of supplemental after school programs.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$39,273.00	Hourly benefits (supplemental pay) for planning and implementation of supplemental after school programs.
		<b>\$189,401.00</b>	

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

Support and Non-Instructional Expenditures

**Budget**

\$189,401.00

**Allocation**

\$189,401.00

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**Budget Over(Under) Allocation**

\$0.00

Budget Summary

Function	Object	Amount	Description
		\$	
		<b>\$0.00</b>	



**Section: Budget - Budget Summary**  
**BUDGET SUMMARY**

	<b>100 Salaries</b>	<b>200 Benefits</b>	<b>300 Purchased Professional and Technical Services</b>	<b>400 Purchased Property Services</b>	<b>500 Other Purchased Services</b>	<b>600 Supplies 800 Dues and Fees</b>	<b>700 Property</b>	<b>Totals</b>
<b>1000 Instruction</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY</b>	\$150,128.00	\$39,273.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$189,401.00
<b>1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1300 CAREER AND TECHNICAL EDUCATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1400 Other Instructional Programs – Elementary / Secondary</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1600 * ADULT EDUCATION PROGRAMS</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1700 Higher Education Programs</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1800 Pre-K</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2000 SUPPORT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2100 SUPPORT SERVICES – STUDENTS</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2200 Staff Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$150,128.00	\$39,273.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$189,401.00
<b>Approved Indirect Cost/Operational Rate: 0.0000</b>								<b>\$0.00</b>

	<b>100 Salaries</b>	<b>200 Benefits</b>	<b>300 Purchased Professional and Technical Services</b>	<b>400 Purchased Property Services</b>	<b>500 Other Purchased Services</b>	<b>600 Supplies 800 Dues and Fees</b>	<b>700 Property</b>	<b>Totals</b>
							<b>Final</b>	<b>\$189,401.00</b>

## **Payment Terms, Responsibilities and Contact Information**

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

Susan McCrone

smccrone@pa.gov

717-783-2193

2. **TERMS OF PAYMENT:**

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

3. **REPORTING:**

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

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

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

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

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

Adjustments”).

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

## 5. FUNDING ADJUSTMENTS:

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

### a. **Funding Increase:**

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

### b. **Funding Decrease:**

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

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

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