pennsylvania
DEPARTMENT OF EDUCATION

ARP ESSER Health and Safety Plan Guidance & Template

Section 2001(i)(1) of the American Rescue Plan (ARP) Act requires each local education agency (LEA) that receives funding under the ARP Elementary and Secondary School Emergency Relief (ESSER) Fund to develop and make publicly available on the LEA's website a *Safe Return to In-Person Instruction and Continuity of Services Plan*, hereinafter referred to as a *Health and Safety Plan*.

Based on ARP requirements, 90 percent of ARP ESSER funds will be distributed to school districts and charter schools based on their relative share of Title I-A funding in FY 2020-2021. **Given Federally required timelines, LEAs eligible to apply for and receive this portion of the ARP ESSER funding must submit a Health and Safety Plan that meets ARP Act requirements to the Pennsylvania Department of Education (PDE) by Friday, July 30, 2021, regardless of when the LEA submits its ARP ESSER application.**

Each LEA must create a Health and Safety Plan that addresses how it will maintain the health and safety of students, educators, and other staff, and which will serve as local guidelines for all instructional and non-instructional school activities during the period of the LEA's ARP ESSER grant. The Health and Safety Plan should be tailored to the unique needs of each LEA and its schools and must take into account public comment related to the development of, and subsequent revisions to, the Health and Safety Plan.

The ARP Act and U.S. Department of Education rules require Health and Safety plans include the following components:

1. How the LEA will, to the greatest extent practicable, implement 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 in order to continuously and safely open and operate schools for in-person learning;

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 State and local health departments;

f. Diagnostic and screening testing;

g. Efforts to provide COVID-19 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's Health and Safety Plan must be approved by its governing body and posted on the LEA's publicly available website by July 30, 2021.* The ARP Act requires LEAs to post their Health and Safety Plans online in a language that parents/caregivers can understand, or, if it is not practicable to provide written translations to an individual with limited English proficiency, be orally translated. The plan also must be provided in an alternative format accessible, upon request, by a parent who is an individual with a disability as defined by the Americans with Disabilities Act.

Each LEA will upload in the eGrants system its updated Health and Safety Plan and webpage URL where the plan is located on the LEA's publicly available website.

The ARP Act requires LEAs to review their Health and Safety Plans at least every six months during the period of the LEA's ARP ESSER grant. LEAs also must review and update their plans whenever there are significant changes to the CDC recommendations for K-12 schools. Like the development of the plan, all revisions must be informed by community input and reviewed and approved by the governing body prior to posting on the LEA's publicly available website.

LEAs may use the template to revise their current Health and Safety Plans to meet ARP requirements and ensure all stakeholders are fully informed of the LEA's plan to safely resume instructional and non-instructional school activities, including in-person learning, for the current school year. An LEA may use a different plan template or format provided it includes all the elements required by the ARP Act, as listed above.

* The July 30 deadline applies only to school districts and charter schools that received federal Title I-A funds in FY 2020-2021 and intend to apply for and receive ARP ESSER funding.

Additional Resources

LEAs are advised to review the following resources when developing their Health and Safety Plans:

- CDC K-12 School Operational Strategy
- PDE Resources for School Communities During COVID-19
- PDE Roadmap for Education Leaders
- PDE Accelerated Learning Thorough an Integrated System of Support
- PA Department of Health - COVID-19 in Pennsylvania

Health and Safety Plan Summary: Lincoln Charter School

Initial Effective Date: March 16, 2020

Date of Last Review: July 27, 2021

Date of Last Revision: July 1, 2021

1. How will the LEA, 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 in order to continuously and safely open and operate schools for in-person learning? Lincoln Charter School has continued with the following procedures since March 16, 2020:
   Mask wearing inside the school
   Social Distancing
   Temperature Taken prior to entering the building
   Hand washing and sanitizing
   Clorox 360 Daily

2. How will the LEA 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?

   Lincoln Charter School has experienced students in-person, fully remote, and hybrid. Lincoln Charter School comprehensively analyzed our students' learning using STAR, CDT, and Literacy Footprints. The school implemented numerous interventions, including after-school tutoring, summer program, and one-on-one interventions. Various terms are used to describe how schools reduce the transmission of disease through alternative instructional models. No matter which instructional model a school entity has selected, schools must implement the Health and Safety Plans approved by their local governing body and all associated mitigation strategies, including applicable orders of the Secretary of Health.

   Full In-person Model: School is open each day with in-person instruction for all students (with some students/staff in a remote setting as health and safety concerns require).

   Blended (Hybrid) Learning Model: Any model in which the Number of students in a school building is reduced allows for the social distancing of 6 feet. This may be accomplished in many ways, including split schedules, schedules that rotate by day or week, or similar approaches. For these recommendations, blended learning also includes scaffolded techniques that treat grade levels in a differentiated manner. (We wrote for all three phases GREEN, YELLOW, & RED)

   Full Remote Learning Model: Any model in which all students engage in all learning remotely. Lincoln Charter is committed to having all students in person as long as the

COVID-19 Number stays in the moderate range of 10 to 100.

Lincoln Charter School has provided weekly meetings with our staff, including emotional check-ins, mission moments, and social and emotional learning. The students' needs have been met in multiple ways, including opening a wellness center and working with our community partners. Lincoln Charter School provided meals to all students in the West End Community since the pandemic began. The school provided meals from the building and created a mobile feeding program delivering meals to all of our students. Lincoln Charter School has applied for the Mobile Food Distribution. (PDE requires a parent registration.)
Five days of breakfast and lunch can be provided to LCS students, but not siblings.
The waiver has been extended for the entire 2021-2022 non- congregate setting.

3. Use the table below to explain 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.

ARP ESSER Requirement	Strategies, Policies, and Procedures
a. **Universal and correct wearing of masks;**	Lincoln Charter School requires all students and staff to wear a mask inside of the school building. Under what circumstances are students permitted to remove their face coverings (e.g., masks and face shields)? Every Student must wear a mask when social distancing is impossible (walking in the hallways, standing in line, working in groups). Each staff member must wear a mask. Staff may remove the face covers when it hinders instruction. If you have a reason you can't wear a mask, please see Human Resources. Schools may allow students to remove face coverings when students are: Eating or drinking when spaced at least 3 feet apart; or When wearing a face-covering creates an unsafe condition in which to operate equipment or execute a task. Children two years and older are required to wear a face-covering unless they have a medical or mental health condition or disability, documented under Section 504 of the Rehabilitation Act or IDEA, that

	precludes wearing a face-covering in school. Accommodations for such students should be made in partnership with the Student's health care provider, school nurse, and IEP/504 team.
b. Modifying facilities to allow for <u>physical distancing</u> (e.g., use of cohorts/podding);	Lincoln Charter School is utilizing all areas of the building to social distance the students by three feet.
c. <u>Handwashing and respiratory etiquette</u>;	Lincoln Charter School has all students, and staff washes their hands three times a day and utilizes hand sanitizer throughout the day. The students and staff also receive hand sanitizer as they are entering the school.
d. <u>Cleaning</u> and maintaining healthy facilities, including improving <u>ventilation</u>;	Lincoln Charter School cleans the building throughout the day by spraying once everyone leaves, wiping down all surfaces throughout the day, and filling all hand sanitizer. In addition, the school improved the ventilation by introduced more exterior air into the building. We change the filters quarterly. Clean and disinfect plastic and metal playground equipment, particularly high-touch surfaces such as railings, handles, etc., frequently and routinely over each day. Have students and staff wash their hands or use hand sanitizer before and after being on playgrounds. Reinforce physical distancing of at least 6 feet during playground play. Limit the size of groups using the playground at any one time. Consider providing access to handwashing/sanitizing stations on the playground. Teacher Expectations Use hand sanitizer as you enter or leave any room Allow children to wipe desks with a wipe when leaving at the end of the day Make sure children use sanitizer any time they enter or leave the room Clean and sanitize your desk daily. Spray door handles down several times a day. Take children's temps before lunch and before leaving for the day

	Take your temp before leaving for the day Maintenance Daily Duties All rooms will be cleaned/ disinfected before arrival All rooms will be sprayed with the Clorox 360 sprayer several times a day (as possible) All rooms will be stocked with sanitizer and wipes as needed We will provide room coverage as needed Maintenance Weekly/Monthly Duties We will spray all HVAC units We will replace all HVAC filters
e. **Contact tracing** in combination with **isolation** and **quarantine,** in collaboration with the State and local health departments;	Lincoln Charter School pandemic team completed contact tracing on all cases at LCS. In addition, the school had classrooms isolate and quarantine. Lincoln Charter School worked very closely with the local health bureau and the state to ensure the school followed protocols. Public health staff is responsible for case investigation and contact tracing for every case of COVID-19, regardless of the level of community transmission or the Number of issues identified in the school setting. Refer to DOH's Contact Tracing Frequently Asked Questions for a complete overview of the case investigation and contact tracing process. Cases are people who have been infected with the virus that causes COVID-19. The Centers for Disease Control and Prevention (CDC) case definitions Opens In A New Window for COVID-19 include confirmed and probable cases. Isolation is when the public health staff direct cases to stay home, in a hospital, or in a care facility to ensure they do not expose others to COVID-19. Individuals who are experiencing symptoms of COVID-19 should be immediately isolated while waiting for test results. Public health staff handles case investigation steps, including determining close contacts during the infectious period.

	Close contacts are individuals who have been exposed (within 6 feet distance for at least 15 consecutive minutes) to someone who is a case during the infectious period. It is unknown if the contact will develop COVID-19. Public health staff determines close contacts after a case interview. It might be challenging to determine whether individuals are contacts in some school situations or whether an entire cohort, classroom, or another group (extracurricular activity members) might need to be considered exposed, mainly if people have spent time together indoors. Public health staff will work with school administrators to determine whether entire classrooms or other cohort groups need to be quarantined. Based on these discussions, public health staff will direct close contacts to quarantine for 14 days from the last exposure to the case; this includes household contacts (like siblings and parents/guardians/caregivers) who attend or work in other schools. https://www.
f. Diagnostic and screening testing;	Lincoln Charter School is not doing COVID-19 in the building. However, Lincoln Charter School hosted meet CATE to test the community.
g. Efforts to provide vaccinations to school communities;	Lincoln Charter School had a vaccination clinic in partnership with the Rite Aid held of the staff received their vaccination during the clinic. Lincoln Charter School will be hosting vaccination clinics at the school's wellness center.
h. Appropriate accommodations for students with disabilities with respect to health and safety policies; and	Lincoln Charter School license nurse works very closely with families to ensure that we are meeting the medical needs of all of our students. In addition the school has an identified CARES team that assistance families.
i. Coordination with state and local health officials.	Lincoln Charter School works closely with the local and state health bureau to align all procedures. The school also follows the CDC and the PDE guidelines.

Health and Safety Plan Governing Body Affirmation Statement

The Board of Directors/Trustees for **Lincoln Charter School** reviewed and will approve the Health and Safety Plan on **August 5, 2021**
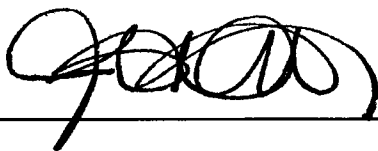
A vote approved the plan of:

    _x_ Yes

    ___No

Affirmed on: **August 5, 2021**

By:

_____

(*Signature* of Board President*)

Edquina Washington

_____

(*Print Name of Board President*)

*Electronic signatures on this document are acceptable using one of the two methods detailed below.

Option A: The use of actual signatures is encouraged whenever possible. This method requires that the document be printed, signed, scanned, and then submitted.

Option B: If printing and scanning are not possible, add an electronic signature using the resident Microsoft Office product signature option, which is free to everyone, no installation or purchase is needed.

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 <u>since March 2020</u>.

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	PSSA Data comparison of 2018-19 and 2020-21
Chronic Absenteeism	Comparison of chronic absenteeism from 18-19 through 21-22:18-19:Grades K-5 2018-2019 attendance rate of 94% in 21-22 attendance rate 47% while on digital learning the data was based of 668 students.
Student Engagement	Comparison of students involved in extra curriculuar activities:From 2019-2020 school year to 2020-2021 there was decreased by 100% due to the the Pandemic.
Social-emotional Well-being	The school utitlized a social-emotional check in system for every student in Kingergarten through sixth grades.
Other Indicators	

Documenting Disproportionate Impacts

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

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	PSSA scores, DRA scores, STAR progress, & CDT
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	K-2 Students: Due to COVID restrictions andclosures instruction has been challengingespecially for our primary students who may nothave had access to preschool or earlyintervention services. This will be tracked throughDRA, Capit, Fundations and Literacy Footprints.
	3-6 Students : Mental HealthImplicationsScreening data from the social-emotional check ins recommendations, and data collection onthe

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Students from low-income families	resulting service delivery. Statistics related toEPIC/Social Worker & SAP Liaison servicesprovided, number of students served, individualand group therapy sessions, presentations,contacts, and total activities.

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	Lincoln Charter School utilization of the STAR for benchmarking and growth data. This will helpclassroom teachers and interventionalist work with students in order toaddress their individual needs.

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

☑ **Academic impact of lost instructional time**

☐ **Chronic absenteeism**

☐ **Student engagement**

☐ **Social-emotional well-being**

☐ **Other impact**

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

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

☑ **Students from low-income families**

☑ **Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)**

☐ **Gender (e.g., identifying disparities and focusing on underserved student groups by gender)**

☑ **English learners**

☑ **Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))**

☑ **Students experiencing homelessness**

☐ **Children and youth in foster care**

☐ **Migrant students**

☐ **Other student groups: (provide description below)**

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

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

	Strategy Description
Strategy #2	The Social Worker and the Culture and Climate team will provide supports inside and outside the elementary level.

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

☐ **Academic impact of lost instructional time**

☐ **Chronic absenteeism**

☐ **Student engagement**

☑ **Social-emotional well-being**

☐ **Other impact**

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

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

☑ **Students from low-income families**

☑ **Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)**

☐ **Gender (e.g., identifying disparities and focusing on underserved student groups by gender)**

☑ **English learners**

☑ **Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))**

☑ **Students experiencing homelessness**

☐ **Children and youth in foster care**

☐ **Migrant students**

☐ **Other student groups: (provide description below)**

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

Reflecting on Local Strategies: Strategy #3

	Strategy Description
Strategy #3	

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

☐ **Academic Impact of Lost Instructional Time**

☐ **Chronic absenteeism**

☐ **Student engagement**

☐ **Social-emotional well-being**

☐ **Other impact**

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

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

☐ **Students from low-income families**

☐ **Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)**

☐ **Gender (e.g., identifying disparities and focusing on underserved student groups by gender)**

☐ **English learners**

☐ **Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))**

☐ **Students experiencing homelessness**

☐ **Children and youth in foster care**

☐ **Migrant students**

☐ **Other student groups: (provide description below)**

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

Section: Narratives - Engaging Stakeholders in Plan Development

Section II: Engaging Stakeholders in Plan Development

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

4. Stakeholder Engagement

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

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

The proposed use of funds will be discussed at public Lincoln Charter School Board meetings. The public was informed of this discussion through published/posted School Board meeting agendas. The public has the opportunity to provide public comment during public School Board meetings and has the opportunity to attend and participate either in person or virtually. School administrator worked collaboratively to develop a proposal to bring to the School. Board for approval.

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)**

Lincoln Charter School funds will be used to employ various staff to addresses the needs of our students in after school and summer learning oppurutnties..In addition to the "Roar for Learning Team" work to review district data, reflect on effective educational practices,and take input from the sub-committee membership, a district and community survey is plannedfor implementation during the five-year period of the Strategic Plan. Baseline data will becollected in September of 2021 through a series of stakeholder surveys and a post-survey(September of 2022, 2023, and 2024) will be conducted to determine indicators of growthand/or to inform of any additional needs to be addressed. The survey data collection will focuson increased student and community engagement, effective instructional practices includingUDL, and the area of safe schools including social and emotional learning support that is apriority strategy identified to be effective in supporting the needs of students, in particularspecific student groups most impacted by the COVID-19 pandemic.

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)**

The Lincoln Charter School benefits from being a small school district with a personalized approach to learning. Educators consistently use academic, attendance, and behavior data to address individual student needs. Classroom Teachers, Special Education Teachers, Guidance, Support Staff andAdministration works collaboratively to identify needs, develop plans to meet needs, implement strategies and monitor progress.This effort is twofold; smaller class sizes allow for greater physical distance and smaller cohorts, as needed. It addresses concerns related to learning loss due to the pandemic and social-emotional needs. Reduced class sizes provide for more direct instruction and attention from the classroom teacher; addresses social-emotional needs by having a lower student to teacher ratio; allows for more individualized and tailored learning opportunities; overall better supports the learner on all levels - Social Emotional Learning andAcademic Learning. As we approach recovery from the pandemic, smaller class sizes allow for the necessary healing and academic gains to be made. Evidence-based research on reducing class sizes as an effective intervention, additionally, this school year (22/23), several children will be transitioning from a virtual school experience last school year to an in-person experience. Smaller class sizes will assist with this transition. Last school year (20/21), Academic Interventionists at Lincoln Charter School were transitioned to Classroom Teachers either in person or virtually. The additional Classroom Teachers supported by ARPA ESSER funds allow the Academic Interventionists' roles to be reestablished, which will provide for academic intervention beyond the classroom to take place.

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.

Lincoln Charter School held in-person remediation sessions were held June 15-July 31, 2021 (Monday-Thursday) at all levels. The response from the families and the staff were positive. Students were able to work on individualized learning paths in grades K-6 with hands-on application. Spend time in our outdoor learning lab. We had: 35 Kindergarteners, 34 1st graders, 36 2nd graders, 35 3rd graders, 24 4th graders, 24 5th graders, and 24 6th graders. Science, ELA, Math and Social Studies using STAR. All students in the school have been given access to Exact Path and Apex for the year. Both programs are diagnostic, research based, and meet federal guidelines. They can be used without teacher/staff input. The camp approach supports the students' use of English by using games, songs, and play. We were also able to partner with Martin Library and the YMCA to offer all day programing for our working parents. K-6 were able to participate in unique programing such as drumming and Legos. The school has been offering afterschool tutoring all school year.

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.

The social work program's purpose is to enhance the district's counseling and mentalhealth services, support district programs to more effectively serve the student population,assist parents and faculty in identifying high risk students, and to facilitate access to treatmentprograms when direct services are recommended. These services are available in all districtschools from grades K-8. ARP funds have been allocated to increase opportunities to learnand ensure equity in instructional delivery.The school will replace the boiler and air handler at Campus B. The school will use funding to repair the roof at Capus A. The school will upgarde the filer system at both campuses.

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

Please verify consultation of the Evidence Resource Center in developing the LEA Plan for the Use of ARP ESSER Funds and provide a justification for any intervention that is not supported by tier 1, 2, 3, or 4

evidence. If the LEA does not include a school with a CSI or ATSI designation, indicate "Not Applicable."
(3,000 characters max)

Not Applicable

10. 20% Reservation Calculation

Please enter your ARP ESSER total allocation amount and then click Save.
   *Please ensure that your 20% (or greater) budgeted amount for Learning Loss is itemized in your Budget.

	ARP ESSER Allocation	Reservation Requirement	Reservation Amount (calculated on save)
20 Percent Reservation	3,396,093	20%	679,219

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 loss of instructional time during the COVID-19 pandemic has resulted in great variation in student's individual levels of readiness for learning grade level academic content. We have purchased the STAR Assessment for students in grades K-6. Using STAR data, teachers can confidently tailor instruction to support every student, whether they are below, at, or above grade level. STAR student reports present realistic learning goals by subject areas so that, through a teacher's guidance, students can individually see their progress and be inspired to take charge of their own learning. ARP funds will also be utilized to purchase instructional materials for math and reading interventions and/or enrichment as prescribed by the STAR. The school is looking to purchase new curriculum that will better meet the needs of the Urban Learner.
Opportunity to learn measures (see help text)	Attendance information, Student participation in extracurricular activities, STEAM opportunities, SEL activities, access to mental health professionals, summer learning engagement, and after school learning.
Jobs created and retained (by number of FTEs and position type) (see help text)	Additional paraprofessionals were hired. This was done to reduce class size and allow for social distancing. This move allowed us to keep all classroom sizes K-2 at 20 or less across the district. This move allows the safe return to in-person instruction and continuity of services for all schools across the district. An additional social worker is planned to be hired to deal with the unique needs of Kindergarten through second grade learners. These positions were needed because of COVID guidelines we were seeing an increase in the social-emotional learning. The school would like to hire two instructional coaches to mentor the school staff and provide small group professional development.
Participation in programs funded by ARP ESSER resources (e.g., summer and	Lincoln Charter School has expanded on Roar for Learning Progreams for the summer and afterschool tutoring. Social Worker services provided, numbers of students served, individual and group therapy sessions, presentations, contacts, and total activities. The disaggregated student subgroups will include economically disadvantaged, special education, English learners, primary K-2, and secondary students with mental health

	Data Collection and Analysis Plan (including plan to disaggregate data)
afterschool programs)	implications. The team will monitorprogress and adjust strategies as needed related to the delivery of theseservices and to maximize student participation in these programs. Reportsfrom the summer learning platforms.

Section: Narratives - ARP ESSER Assurances

ARP ESSER Fund Assurances

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

☑

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

☑

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

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

☑

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

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

☑

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

☑

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

☑

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

☑

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

☑

The LEA will comply with all ARP Act and other ARP ESSER requirements, including but not limited to complying with the maintenance of equity provisions in section 2004(c) of the ARP Act. Under Maintenance of Equity, per-pupil funding from state and local sources and staffing levels for *high poverty schools* may not be decreased by an amount that exceeds LEA-wide reductions in per-pupil funding and staffing levels for *all schools* served by the LEA[1]. 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.

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

☑

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

☑

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

☑

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

☑

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

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

☑

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

☑

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

☑

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

Section: Narratives - LEA Health and Safety Plan Upload

LEA HEALTH AND SAFETY PLAN

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

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

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

$3,396,093.00

Allocation

$3,396,093.00

Budget Over(Under) Allocation

$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$872,401.00	Reading/Math Specialists and Assisstants
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$754,115.00	Related Benefits
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$1,739,577.00	Math/Reading Intervention Supplies/Books/Software
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	$10,000.00	Math/Reading Prof Development
		$3,376,093.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

$3,396,093.00

Allocation

$3,396,093.00

Budget Over(Under) Allocation

$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2600 - Operation and Maintenance	600 - Supplies	$20,000.00	PPE
		$20,000.00	

Section: Budget - Budget Summary

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	$1,626,516.00	$0.00	$10,000.00	$0.00	$0.00	$1,739,577.00	$0.00	$3,376,093.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1300 CAREER AND TECHNICAL EDUCATION	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1400 Other Instructional Programs – Elementary / Secondary	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1600 * ADULT EDUCATION PROGRAMS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1700 Higher Education Programs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1800 Pre-K	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2000 SUPPORT SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2100 SUPPORT SERVICES – STUDENTS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2200 Staff Support Services	$0.00	$0.00	$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	$20,000.00	$0.00	$20,000.00
2700 Student Transportation	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2800 Central Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3100 Food Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3200 Student Activities	$0.00	$0.00	$0.00	$0.00	$0.00	$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
	$1,626,516.00	**$0.00**	**$10,000.00**	**$0.00**	**$0.00**	**$1,759,577.00**	**$0.00**	**$3,396,093.00**
					Approved Indirect Cost/Operational Rate: 0.0000			**$0.00**

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
							Final	$3,396,093.00

Section: Narratives - Needs Assessment

Introduction

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

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

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

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

1) A description of each program and activity

2) A narrative outlining the expected benefit of each program and activity

3) A budget for each program and activity detailing personnel and operating costs

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

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

Indicators of Impact

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

Lincoln Charter School will be offering tutoring to students Monday through Thursday from 3:45 to 5:45 PM for any students in kindergarten through the sixth grade. Two days of the week, ELA is being provided; in two days of the week, mathematics is offered. The students work with both certified and highly qualified teachers in the academic areas. The school uses the STAR and CDT Data in the upper grades 3rd through 6th to determine learning loss. In the lower grades, the school is using DRA to determine the learning loss in ELA. The school will invest in additional online platforms to meet each student's needs. The budget amount is approximately $40,000.

Section: Narratives - After-school Program

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

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

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
	Academic Growth		Targeted Group: Any student in Kindergarten through Sixth grades. The focus is on the academic growth of all students. The measure will be the use of the STAR and CDT Data. In addition, the school is using social-emotional check-in daily with all students. K-6th Grades ELA 668 Small Group Instruction
	Academic Growth		Targeted Group: Any student in Kindergarten through Sixth grades. The focus is on the academic growth of all students. The measure will be the use of the STAR and CDT Data. In addition, the school is using social-emotional check-in daily with all students. K-6 Grades MATH 668 Small

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
			Group Instruction
	Academic Growth		Targeted Group: Any student in Kindergarten through Sixth grades. The focus is on the academic growth of all students. The measure will be the use of the STAR and CDT Data. In addition, the school is using social-emotional check-in daily with all students. K-6 Grades Social-emtional check-ins daily. 668 Provided by culture and climate team.

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

The school is using the STAR data monthly to measure the growth of the students. In addition, the school uses Study Island, Capit, and other online platforms to measure the development of students participating in after-school tutoring.

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
		The school is utilizing internally certified and highly qualified staff to provide after-school tutoring. In addition, the school is using high school youth

Number of Staff Members	Internal/Outside Provider	Role
19	Internal	workers to offer tutoring under the supervision of a certified teacher. 14 Certified Teachers Internal Teacher5 Youth Workers External Aide (Former students)

☑

    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
STAR Test	Monthly	Growth

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

Lincoln Charter School will engage families through social media, auto-dialer, and in-person conversations. All information is provided in numerous languages that match the school's demographics.

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget
$37,708.00
Allocation
$37,708.00

Budget Over(Under) Allocation

$0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$30,000.00	Salaries
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$7,708.00	Related Benefits
		$37,708.00	

Section: Budget - Support and Non-Instructional Expenditures

Support and Non-Instructional Expenditures

Budget

$37,708.00

Allocation

$37,708.00

Budget Over(Under) Allocation

$0.00

Budget Overview

Function	Object	Amount	Description
		$	
		$0.00	

Section: Budget - Budget Summary

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	$30,000.00	$7,708.00	$0.00	$0.00	$0.00	$0.00	$0.00	$37,708.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1300 CAREER AND TECHNICAL EDUCATION	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1400 Other Instructional Programs – Elementary / Secondary	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1600 * ADULT EDUCATION PROGRAMS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1700 Higher Education Programs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1800 Pre-K	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2000 SUPPORT SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2100 SUPPORT SERVICES – STUDENTS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2200 Staff Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

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

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
	$30,000.00	$7,708.00	$0.00	$0.00	$0.00	$0.00	$0.00	$37,708.00
				Approved Indirect Cost/Operational Rate: 0.0000				$0.00
							Final	$37,708.00

Section: Narratives - Needs Assessment

Introduction

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

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

Percentage of LEA Allocation - Required Activities

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

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

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

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

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

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

> 1) A description of each program and activity

> 2) A narrative outlining the expected benefit of each program and activity

> 3) A budget for each program and activity detailing personnel and operating costs.

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

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

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

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

Indicators of Impact

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

	Method used to Understand Each Type of Impact
Social and Emotional Learning	Lincoln Charter School has been working with the local LIU 12 to provide social-emotional learning for students and staff. The entire school community participated in the culture and climate survey from PDE in Spring 2021. Even though the social-emotional learning score was powerful among parents, students, and the community, our teachers' scores were deficient. We have been working on professional development opportunities for all of our teachers since the pandemic has begun. Teachers are facing an excelled level of burnout, and the school is taking every step they can to keep the teachers engaged and in the profession. The school has faced a great deal of turnover since the pandemic has begun. The school would like to introduce incentive bonuses for the staff to stay working during the current pandemic. Lincoln Charter School is investing in a curriculum for the social-emotional learning of our students. The social-emotional learning curriculum and professional development are approximately $30,000
Professional Development for Social and Emotional Learning	Lincoln Charter School has been working with the local LIU 12 to provide social-emotional learning for students and staff. The entire school community participated in the culture and climate survey from PDE in Spring 2021. Even though the social-emotional learning score was powerful among parents, students, and the community, our teachers' scores were deficient. We have been working on professional development opportunities for all of our teachers since the pandemic has begun. Teachers are facing an excelled level of burnout, and the school is taking every step they can to keep the teachers engaged and in the profession. The school has faced a great deal of turnover since the pandemic has begun. The school would like to introduce incentive bonuses for the staff to stay working during the current pandemic. Lincoln Charter School is investing in a curriculum for the social-emotional learning of our students. The social-emotional learning curriculum and professional development are approximately $30,000.

	Method used to Understand Each Type of Impact
Reading Remediation and Improvement for Students	
Other Learning Loss	

Documenting Disproportionate Impacts

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

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

Section: Narratives - Learning Loss Program Questions

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

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

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

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

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

	Total LEA Allocation	Multiply by 30% (.30)	Minimum Allocation for SEL
Minimum 30% SEL Requirement	188,538	30%	56,561

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 school is using multiple tools to measure the social-emotional wellbeing of the students, including daily check-ins with 668 students. SWOT Analysis completed by the community. Also, the PDE Culture and Climate Survey was completed by all stakeholders.

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
Social-Emotional Check-Ins Kindergarten through Sixth Grade Daily Check-In		Universal	668
Byrnes Health Group Quarterly Kindergarten through Sixth Grades Quarterly Learning		Universal	668

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
Daily Check In Daily in a positive mood	Daily	PDE Culture and Climate Survey Yearly Increase in Positive SEL.

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

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

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

	Total LEA Allocation	Multiply by 10% (.10)	Minimum Allocation for SEL PD
Minimum 10%			

	Total LEA Allocation	Multiply by 10% (.10)	Minimum Allocation for SEL PD
SEL PD Requirement		10%	0

8. Describe the planned professional development activities and how the activity will ensure that teachers/staff are equipped with training/support on the following:
   a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;
   b. Identifying signs of possible mental health issues and providing culturally relevant support;
   c. Motivating students that have been disengaged;
   d. Mentoring students who have attendance issues before it becomes a pattern;
   e. Self-care and mindfulness strategies for teachers;
   f. Engaging and communicating effectively with parents;
   g. 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
e. Self-care and mindfulness strategies for teachers;				Internal Staff	Bi-weekly check-ins with staff.Self-Care Multiple Wellness days for staff. Trauma informaed CareSEL Check-Ins with studentsThe Power of Words Partnering with Partners

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

Tool Used to Evaluate Success	Frequency of Use	Expected Results
SEL Staff Checks-Ins	Bi-Weekly	An increase in positive SEL.
PDE Culture	Climate Survery Yearly	An Increase in positive SEL.

Section 3c - Reading Improvement for Students:

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

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

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

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

	Total LEA Allocation	Multiply by 8% (.08)	Minimum Allocation for Reading Improvement
Minimum 8% Reading Improvement Requirement		8%	0

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

STAR, CDT, DRA There was a dramatic learning loss 80% of the students went backward in their reading levels. 50% of the students are reading two grade levels below.

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

No

Please explain:

The school does not expect the children to have entire years' worth of growth in the 2021-2022 school year, mainly in part to the positive covid-19 cases.

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
CAPIT	K-3rd	20
SES Instruction	K-6th	30

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
Five Finger Retell		334	Five Finger Retell Kindergarten through sixth grade 334. The intervention works alongside if the literacy footprints.
CAP IT		400	CAPIT Kindergarten through third grades. 400 The program teaches phonics,

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			allowing students to grow and reach new levels.
Small Group Centers		668	Small-Group Centers Kindergarten through sixth grade 668. Centers all the students wot work independently n grade-appropriate material. The centers move quickly and allow for a broad aspect of ELA to be taught

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
STAR	Monthly	An increase in the ELA score
CAPIT	After lessons	An increase in phonics
CDT	Quarterly	An increase in comprehension

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

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

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

	Total LEA Allocation	Multiply by 52% (.52)	Maximum Allocation for Other Learning Loss Activities
52% Other Learning Loss Activities		52%	0

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
Tier II		668	All students receive Tier II intervention within the classroom.

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
STAR	Monthly	An increase in the ELA score
CAPIT	After lessons	An increase in phonics
CDT	Quarterly	An increase comprehension

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget
$188,538.00
Allocation
$188,538.00

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)

57,000

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$80,000.00	Salaries
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$24,000.00	Benefits
		$104,000.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

$188,538.00
Allocation

$188,538.00

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)

8,500

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	$8,500.00	Seminars
		$8,500.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget
$188,538.00
Allocation
$188,538.00

Budget Over(Under) Allocation
$0.00

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

15,100

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$50,000.00	Salaries
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$26,038.00	Benefits
		$76,038.00	

Section: Budget - Other Learning Loss Expenditures

Learning Loss Budget

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

	Total LEA Allocation	30% SEL Budgeted Value	10% SEL PD Budgeted Value	8% Reading Improvement Budgeted Value	Remaining Allocation for Other Learning Loss Activities
Other Learning Loss Activities Amount					0

Learning Loss Expenditures

Budget

$188,538.00
Allocation

$188,538.00

Budget Over(Under) Allocation

$0.00

Budget Overview

Function	Object	Amount	Description
		$	
		$0.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

$188,538.00

Allocation

$188,538.00

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	$130,000.00	$50,038.00	$8,500.00	$0.00	$0.00	$0.00	$0.00	$188,538.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1300 CAREER AND TECHNICAL EDUCATION	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1400 Other Instructional Programs – Elementary / Secondary	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1600 * ADULT EDUCATION PROGRAMS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1700 Higher								

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

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
3200 Student Activities	$0.00	$0.00	$0.00	$0.00	$0.00	$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
	$130,000.00	**$50,038.00**	**$8,500.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$188,538.00**
				Approved Indirect Cost/Operational Rate: 0.0000				**$0.00**
							Final	**$188,538.00**

Section: Narratives - Needs Assessment

Introduction

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

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

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

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

> 1) A description of each program and activity

> 2) A narrative outlining the expected benefit of each program and activity

> 3) A budget for each program and activity detailing personnel and operating costs

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

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

Indicators of Impact

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

Lincoln Charter School will continue its Roar for learning summer program. The program operates Monday through Thursday from 9 AM to 1 PM daily. Students receive academic instruction in both ELA and mathematics. The school takes the opportunity to give students in

reaching activities, including swimming, field trips, and opportunities to talk with guest speakers. In addition, Lincoln Charter School create a program of entrepreneurship for career readiness. The summer school staff comprises 13 certified teachers, five paraprofessionals, and eight summer youth workers. The summer program budget is approximately $70,000 per summer.

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
	Academic Growth		Targeted Group: Any student in Kindergarten through Sixth grades. The focus is on the academic growth of all students. The measure will be the use of the STAR and CDT Data. In addition, the school is using social-emotional check-in daily with all students. K-6th Grades ELA 668 Small Group Instruction
	Academic Growth		Targeted Group: Any student in Kindergarten through Sixth grades. The focus is on the academic growth of all students. The measure will be the use of the STAR and CDT Data. In addition, the school is using social-emotional check-in daily with all

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
			students. K-6 Grades MATH 668 Small Group Instruction
	Academic Growth		Targeted Group: Any student in Kindergarten through Sixth grades. The focus is on the academic growth of all students. The measure will be the use of the STAR and CDT Data. In addition, the school is using social-emotional check-in daily with all students. K-6 Grades Social-emtional check-ins daily. 668 Provided by culture and climate team.

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

The school is using the STAR data monthly to measure the growth of the students. In addition, the school uses Study Island, Capit, and other online platforms to measure the development of students participating in after-school tutoring.

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
		utilizing internally certified and

Number of Staff Members	Internal/Outside Provider	Role
14 Certified Teachers Internal Teacher 5 Youth Workers External Aide (Former students)	Internal Provider	highly qualified staff to provide after-school tutoring.School is using high school youth workers to offer tutoring under the supervision of certified teacher

☑

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
STAR Test	Monthly	Growth

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

Lincoln Charter School will engage families through social media, auto-dialer, and in-person conversations. All information is provided in numerous languages that match the school's demographics.

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget

$37,708.00

Allocation

$37,708.00

Budget Over(Under) Allocation

$0.00

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$30,000.00	Salaries
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$7,708.00	Related Benifits
		$37,708.00	

Section: Budget - Support and Non-Instructional Expenditures

Support and Non-Instructional Expenditures

Budget

$37,708.00

Allocation

$37,708.00

Budget Over(Under) Allocation

$0.00

Budget Summary

Function	Object	Amount	Description
		$	
		$0.00	

Section: Budget - Budget Summary

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	$30,000.00	$7,708.00	$0.00	$0.00	$0.00	$0.00	$0.00	$37,708.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1300 CAREER AND TECHNICAL EDUCATION	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1400 Other Instructional Programs – Elementary / Secondary	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1600 * ADULT EDUCATION PROGRAMS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1700 Higher Education Programs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1800 Pre-K	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2000 SUPPORT SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2100 SUPPORT SERVICES – STUDENTS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2200 Staff Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

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

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
	$30,000.00	$7,708.00	$0.00	$0.00	$0.00	$0.00	$0.00	$37,708.00
				Approved Indirect Cost/Operational Rate: 0.0000				$0.00
				Final				$37,708.00