

Section: Narratives - Assessing Impacts and Needs

LEA ARP ESSER APPLICATION

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

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

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

Section I: Assessing Impacts and Needs

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

Indicators of Impact

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

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

	Methods Used to Understand Each Type of Impact
Academic Impact of Lost Instructional Time	To determine the impact that the COVID-19 Pandemic has had on student learning, Harambee will assess all students in grades first through eight within the first two weeks of the 2021-22 school year. Students will be assessed in both English Language Art and Mathematics through the utilization of a school-wide assessment system which includes the AIMS Web, IXL, and READY Math platforms. The data collected in this initial baseline assessment will be analyzed by an academic team which will include the classroom teachers, instructional coach, and the Assistant Principal of Instruction. After administering a detailed analysis of the data, the results will be used to mitigate the impact of lost instructional time by implementing rostered intervention periods, small group instruction, and afterschool tutoring opportunities that will target students' individual learning needs. Additionally, all student data will be used to implement a multi-tiered system of support for those impacted that will be facilitated and monitored by the school's appointed MTSS Coordinator.
Chronic Absenteeism	Harambee will continue to support students who exhibited chronic absenteeism during virtual and/or in-person classes due to the pandemic using an attendance committee that consists of teachers, school administrators, and support staff. Attendance data will be input by the homeroom teacher or designee through the school-wide data management system Infinite Campus. Additionally, data will be collected from students and families using the panorama system for surveys. The purpose of the surveys will be to determine the impact that the Covid 19 Pandemic had on the students' daily attendance. After all the data is collected, Harambee's attendance team will create an individualized attendance intervention plan.
Student Engagement	In order to identify the impact that the Covid-19 Pandemic has had on student engagement Harambee Institute will collect qualitative and quantitative data from its students and teachers. The methods for collecting the data will be a student focus group, student interviews, teacher interviews, student and parent surveys. Harambee will also use student cognitive engagement data from classroom observations during virtual learning.
Social-emotional Well-	To support the social-emotional well-being of its student body, Harambee Institute plans to employ an additional full-time school counselor or social worker for the 2021-22 school year. It will be the job of the counseling team to administer baseline surveys utilizing the Panorama Education system. Panorama will help all teachers, counselors, and administrators to act on data to improve student outcomes in social-emotional learning, family engagement, MTSS, and school climate. The guidelines and framework for

	Methods Used to Understand Each Type of Impact
being	the surveys and follow-up curriculum will come directly from the American School Counselors Association and its manual for supporting students' social and emotional learning and mental and behavioral health amidst COVID-19. Harambee will work to develop a tiered system of strategies and supports based on the data results of the reentry surveys. Students will begin receiving supports immediately after the reopening of school as well as long-term reinforcements.
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
Students from low-income families	The strategies that will be used to identify and measure impacts on students from low-income families are as follows:1. Qualitative study - student interviews2. Students assessments in English Language Arts and Math3. Student focus groups for social-emotional learning
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	In order to determine the impact on children with disabilities, Harambee has and will continue to implement the following strategies:1. School Counselor Observations 2. Summative and formative student assessments3. Parent and student focus groups
Students experiencing homelessness	Strategies that were used to measure the impacts on students experiencing homelessness are:1. Families interviews 2. Counselor observations 3. Teacher anecdotal records These strategies will continue during in-person instruction for the 2021-22 school year .

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	The use of student focus groups for social-emotional learning was effective because it allowed our counseling team to meet with groups in grades k-8 virtually via zoom. During the weekly group sessions, students completed wellness surveys and were provided with strategies and tools to combat some of the impacts of the pandemic.

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	Student Assessments were effective because they allowed for the collection of academic data in English Language Arts and Math for the first time since school closures in March 2020. The assessments were administered on a sample of Harambee students in the summer enrichment program during the 2020-21 school year. During the 2021-2022 school year, all students will participate in schoolwide baseline assessments with the first two weeks of school. The results from this data will be used to identify and measure the impact of the pandemic and to plan the needed support and intervention for the students.

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.)

Harambee offers several avenues for stakeholders to be fully engaged in strategic planning in general, and specifically, ARP ESSER funds. For one, the executive leadership team, which includes the instructional, operational, financial, and specialized services leaders, meets weekly to assess needs, develop strategies, and plan for execution. During the pandemic, in particular, the executive leaders continued weekly meetings to address the impact of COVID-19 on the community. In addition to the executive leadership, Harambee also has a school-wide leadership team that includes a representative from each organization's respective departments and operational areas. The school-wide leadership team consists of the executive leaders, instructional coaches, counselors, climate and culture coordinator, and the school nurse. Additionally, board members are included in the process through assigned subcommittees who regularly meet with administrators in their respective areas of expertise. These meetings are designed to provide updates and to obtain feedback and recommendations from the board level. Parent involvement has been an area of strength throughout the life of our organization. However, particularly during the pandemic, we have had to involve and engage our parents in an even more profound and meaningful manner. Our parent connection has been in the form of needs assessments, surveys, and information sessions. The results of this information have provided guidance and helped to prioritize funding.

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)**

Through the use of needs assessments and surveys, Harambee has relied upon the results to guide decision-making. The aim has been to identify the needs of our most vulnerable subgroups of students to ensure continued access to the necessary tools to be fully engaged in teaching and learning during the 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)**

Using our strategic plan and the Continuity of Education plan, guided by stakeholder needs assessments, the Harambee executive leadership has developed a method to utilize ARP ESSER Funds. Included in the plan development phase are board-level subcommittees to ensure board governance and support of the spending plan. During the development phase, the plan is presented at the public board meetings and open for discussion and feedback from the community before final board approval. Once approved, the spending plan will be made available on the school's website.

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.

Harambee will use reserved funds to address the academic impact of lost instructional time by providing targeted intervention using the following evidence-based intervention; an after-school tutoring and enrichment program, a daily rostered intervention block for all students, and a summer intervention program. Students will receive robust English Language and Math tutoring from a team of highly qualified teachers and support personnel during the after-school tutoring program. The core curriculum for the after-school program will be the Pennsylvania Common Core Measuring Up Program. All after-school tutors will receive professional development in our core curriculum and on data-guided instructions. The Harambee summer program will be another opportunity to provide students with intervention in reading and math through differentiated lessons and small-group instruction. The goals of the summer enrichment academic component are as follows; 1. To begin the remediation and restoration of student learning due to learning loss incurred due to the pandemic. 2. To integrate academic intervention in reading and mathematics with science and arts enrichment to positively impact student social-emotional well-being. 3. To provide additional learning opportunities to students who exhibited chronic absenteeism due to the pandemic. The program's key components are; focused intervention in reading in mathematics, 90 -minute learning blocks in both subjects, and differentiated instruction. Harambee will also track student data with the following measures;1.Pre-Test2.Post Test3.Student performance incentives for growth4.Student data conversations5. Surveying students regarding the impact of the pandemic (Pre and post surveys) In order to support students that did not consistently participate in remote instruction or miss the most in-person instruction during the 2019-2020 and 2020-2021 school years, Harambee will mandate that those students participate in the intervention programs in order to show learning restoration. Students will be engaged in EPIC Reading, Prodigy Math, Journeys Intervention, and ABC Emotions to support their academic success and social emotional needs.

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.

As indicated in our Health and Safety plan, Harambee has developed several strategies to protect our community and mitigate the spread of COVID-19. These strategies include facial masks, social distancing, hand washing etiquette, vaccination efforts, frequent COVID-19 testing, and facilities cleaning and capital improvements. Before the onset of Covid-19, Harambee engaged the services of an engineer consulting group to provide a Facilities Master Plan (FMP). The FMP has been used as a roadmap for the best use of funds related to investment in capital improvements. With the infusion of ARP ESSER funds, Harambee now has the financial means to address much-needed capital improvements without a strain on the general fund budget. Consequently, these proposed facilities improvements within our FMP will also support moving back to in-person learning. ARP ESSER funds will be geared towards those projects that improve the building's indoor air quality (IAQ). The interventions listed below work in tandem to improve IAQ. They emphasize preventing water infiltration into the building, which helps control humidity and increase fresh air and ventilation systems while also improving air filtration systems. These interventions will help the school alleviate the spread of infectious disease and improve overall IAQ. ARP ESSER funds will be used as follows: 1. Windows - Repair and/or replacement of broken and damaged windows. The school would like to open windows to increase outdoor airflow without a health and safety risk for students and staff members. 2. Facade Replacement - The existing wood siding has considerable moisture damage, leading to additional water infiltration into the building. This water infiltration contributes to poor humidity control and needs to be replaced to prevent further water damage. The project would replace the existing facade with insulated metal panels with proper sheathing and vapor barriers. In addition, this project would include the facade, sealants, masonry repairs necessary to ensure water is not infiltrating into the building. 3. HVAC system - Many of the existing rooftop mounted HVAC Units are beyond their useful life and were not designed for infectious disease control. This portion of the project will concentrate on replacing the existing rooftop HVAC units and their associated exhaust fan systems to meet the newer recommendations by ASHRAE for infectious disease control. This would include increased outdoor air capabilities as well as increased filtration to a minimum MERV 13 rating. 4. Roof replacement & repairs - The existing roof is damaged and contributes to water infiltration into the building and facade. This water infiltration impacts the HVAC system's ability to control humidity within the building and contributes to other costly repairs. This portion of the project focuses on a roof replacement to prevent water infiltration and prevent additional deterioration.

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

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

N/A

10. 20% Reservation Calculation

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

Project #: 223-21-0849
Agency: Harambee Institute of Science and Technology CS
AUN: 126512850
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

*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	3,735,280	20%	747,056

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	Harambee will begin data collection by assessing all grades first through eighth students within the first two weeks of the 2021-22 school year. This assessment plan will include baseline assessments of both English Language Arts and Mathematics. The data collected in this initial baseline period (quarter one) will be analyzed by a data team, including the Data Specialist, Classroom Teachers, Instructional Coach, and the Assistant Principal of Instruction. The data will be disaggregated and used to create data cycles for each student group, monitored closely. All data will be housed in the school-wide portal and panorama systems. The team will measure the impact of Covid-19 on student learning and student engagement. The schedule for assessments are as follows;Baseline Assessments Diagnostic- Sept 2021Winter Diagnostic - February- 2022Spring Diagnostic- May 2022
Opportunity to learn measures (see help text)	Opportunities to learn measures include student ownership of learning as well a student engagement. Harambee teachers will partner with students and families in order to ensure that all students are taught to participate in data conversation and to set and master learning goals. Teachers will receive professional development on best practices for understanding how to utilize data to address learning loss as a result of the Covid-19 Pandemic.
Jobs created and retained (by number of FTEs and position type) (see help text)	The ARP ESSER funding will allow Harambee to create (10) FTE positions including Data Specialists, Summer School Instructors, Afterschool Instructors, Paraprofessionals, and School Counselor.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	An after-school intervention program will be made available to all students in need as indicated by the initial baseline data that will be collected at the beginning of the 2021-2022 school year. The program will be monitored by a data team which will consist of a Data Specialist, Program Coordinator, Instructional Coach, and Assistant Principal of Instruction. It will be the job of the Data Specialist to disaggregate the data and to reveal any deprivation and inequalities in the data.

Section: Narratives - ARP ESSER Assurances

ARP ESSER Fund Assurances

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



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



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

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



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

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



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



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



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



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



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

Act. Under Maintenance of Equity, per-pupil funding from state and local sources and staffing levels for *high poverty schools* may not be decreased by an amount that exceeds LEA-wide reductions in per-pupil funding and staffing levels for *all schools* served by the LEA¹. High poverty schools are the 25 percent of schools serving the highest percent of economically disadvantaged students in the LEA as measured by information LEAs submitted in PIMS that includes individual student data and identifying if the student meets economically disadvantaged criteria. This data is used to calculate school poverty percentages . Note: An LEA is exempt from the Maintenance of Equity requirement if the LEA has a total enrollment of fewer than 1,000 students, operates a single school, serves all students in each grade span in a single school, or demonstrates an exceptional or uncontrollable circumstance, as determined by the United States Secretary of Education.

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



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



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



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



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



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



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



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

Section: Narratives - LEA Health and Safety Plan Upload

LEA HEALTH AND SAFETY PLAN

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



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

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$3,735,280.00

Allocation

\$3,735,280.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	400 - Purchased Property Services	\$15,000.00	Research-based survey instruments to collect reliable data from students, families, teachers and staff.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$50,000.00	Funds will be used to engage a Data Specialist.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$150,000.00	(12) Instructors and (8) paraprofessional staff for the 2022 summer intervention program.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$150,000.00	(12) Instructors and (8) paraprofessional staff for the 2023 summer intervention program.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$150,000.00	(12) Instructors and (8) paraprofessional staff for an afterschool intervention program.

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$55,056.00	10% flat rate benefits for salaried summer and afterschool intervention staff.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$177,000.00	(4) Additional paraprofessionals to provide classroom support for teachers and students.
		\$747,056.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$3,735,280.00

Allocation

\$3,735,280.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$12,000.00	Additional professional development for the IXL intervention program for general education and special education subgroup.
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$65,000.00	Funds will be used to engage an additional counselor to implement the SEL program.
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$200,000.00	Repair and replacement of broken and damaged windows.
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$400,000.00	Facade replacement to correct moisture damage leading to water infiltration into the building.
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$900,000.00	Replace rooftop HVAC to meet newer recommendations by

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Function	Object	Amount	Description
IMPROVEMENT SERVICES			ASHRAE for infectious disease control.
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$1,411,224.00	Roof replacement to prevent water infiltration and additional deterioration.
		\$2,988,224.00	

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Section: Budget - Budget Summary

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$627,000.00	\$55,056.00	\$50,000.00	\$15,000.00	\$0.00	\$0.00	\$0.00	\$747,056.00
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	\$77,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$77,000.00

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	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
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	\$2,911,224.00	\$2,911,224.00
	\$627,000.00	\$55,056.00	\$127,000.00	\$15,000.00	\$0.00	\$0.00	\$2,911,224.00	\$3,735,280.00

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	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$3,735,280.00