

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	Local assessment: Star benchmark
Chronic Absenteeism	Attendance Records
Student Engagement	Panorama Student Survey: Engagement; Attendance Records
Social-emotional Well-being	Panorama Student Survey: Relationships; Voluntary participation in free family therapy
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])	One measure of the impact of the pandemic on our students with IEPs is our local assessment, the Star benchmark. When comparing the first benchmark in the fall to the third benchmark in the spring, the average score for students without IEPs grew in math and reading at the high school level, and grew in math at the middle school level. For students with IEPs, the average score fell in math and reading fell at both the high school and middle school level. We also analyzed attendance records and saw that this group was more likely to be chronically absent, which we define as attending less than 90% of days. At the high school level, students with IEPs were 50% more likely to be chronically absent; at the middle school level, 37%. We also saw evidence of lower engagement among students with IEPs at the middle school level, where only 44% of students with IEPs responded most favorably to items measuring school engagement compared to 63% of students without IEPs. Conversely, students with IEPs reported more favorably responses in

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
	<p>our student survey section on relationships. Participation in therapy was not tracked individually but participation was low among all students as compared to prior to COVID (250 students pre-COVID vs 143 in 20-21)</p>
<p>Gender (e.g., identifying disparities and focusing on underserved student groups by gender)</p>	<p>When comparing the first benchmark in the fall to the third benchmark in the spring, the average score for girls grew or stayed constant in math and reading at the high school and middle school level. For boys, the average score fell in math and reading in middle school and fell in reading at the high school level. Overall the sharpest decline came in reading (25 points in high school and 24 points in middle school), demonstrating a need to pay close attention to this subgroup's needs, particularly in reading, during the 2021-22 school year. We did not see disparate impacts by gender in terms of engagement or social emotional well being, though boys were slightly more likely to be chronically absent at the middle school (13% of boys vs 8% of girls)</p>
<p>Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)</p>	<p>A group disproportionately impacted by the pandemic were chronically absent high school students and this was especially noticeable in terms of academic achievement in math. We define chronic absenteeism as an average daily attendance rate lower than 90%. When comparing the first benchmark in the fall to the third benchmark in the spring, the average score for chronically absent students fell 43 points in math compared to regularly attending students whose score grew by 12 points. It is clear that we will need to focus significantly on accelerating their learning in math to account for the loss in 2020-21. Although we were not able to disaggregate our student survey in terms of attendance rates, attendance issues can often be a sign of disengagement, and we will need to work to re-engage these students and their families in our school community.</p>

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	<p>Our strategy for overcoming the negative impacts of COVID on academics is acceleration, specifically, ensuring that our students are engaging in high quality, grade level instruction using highly effective curricular materials. Based on research by The New Teacher Project, we know that typical remediation i.e. assigning work at lower grade levels or "meeting students where they are" will only serve to widen the gap. We are implementing a new highly rated ELA curriculum, Engage NY, and continuing our implementation of Illustrative Math. We will be providing regular PD embedded in Professional Learning Communities to support teachers as they scaffold and support students with "just in time" interventions as needed to engage with grade level work. We will be better able to evaluate the success of this strategy after our students take their second benchmark assessment.</p>

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.

Students who were chronically absent in 2020-2021.

Reflecting on Local Strategies: Strategy #2

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

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

- Academic impact of lost instructional time
- Chronic absenteeism
- Student engagement
- Social-emotional well-being
- Other impact

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

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

- Students from low-income families
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender)
- English learners
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))
- Students experiencing homelessness
- Children and youth in foster care
- Migrant students
- Other student groups: (provide description below)

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

Students who were chronically absent in 2020-2021.

Reflecting on Local Strategies: Strategy #3

	Strategy Description
Strategy #3	Our strategy for overcoming the negative academic and social-emotional impacts of COVID is to use the MTSS/RTI process. Through the student database, teachers can submit a referral for students who they are concerned about based on academic performance, attendance, and/or behavior. From this, grade level team leaders, along with the Head of School, math specialist, and reading specialist discuss the student situations at their weekly meetings. The team will reach out to a student and alongside the student and their family if needed, they will work to uncover the root causes of the issues the student is facing. From there, we will use various interventions to address the issue and progress monitor for a period of 6-10 weeks.

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

- Academic Impact of Lost Instructional Time
- Chronic absenteeism
- Student engagement
- Social-emotional well-being
- Other impact

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

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

- Students from low-income families
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender)
- English learners
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))
- Students experiencing homelessness
- Children and youth in foster care
- Migrant students
- Other student groups: (provide description below)

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

Students who were chronically absent in 2020-2021.

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.)

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

5. Use of Stakeholder Input

Describe how the LEA has taken or will take stakeholder and public input into account in the development of the LEA Plan for the Use of ARP ESSER Funds. **(3,000 characters max)**

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

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

Describe the process for development, approval, and making public the LEA Plan for the Use of ARP ESSER Funds. The LEA Plan for the Use of ARP ESSER Funds must be made publicly available on the LEA

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

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

Section: Narratives - Using ARP ESSER Funds to Plan for Safe, In-Person Instruction

Section III: Using ARP ESSER Funds to Plan for Safe, In-Person Instruction

In this third section, LEAs are asked to reflect on both the impacts and needs described in Section I and stakeholder engagement described in Section II to provide a description of the LEA plan for the use of ARP ESSER funds, beginning with the minimum 20 percent reservation, to address the impact of lost instructional time as required by section 2001(e)(1) of the ARP Act.

Instructions: For both (a) the 20 percent reservation to address the impact of lost instructional time and (b) remaining funds, describe the LEA's principles for emphasizing educational equity in expending ARP ESSER funds, including but not limited to:

- Responding to students' academic, social, emotional, and mental health needs, and addressing opportunity gaps that existed before—and were exacerbated by—the pandemic.
- Allocating funding to individual schools and for LEA-wide activities based on student need.
- Implementing an equitable and inclusive return to in-person instruction. An inclusive return to in-person instruction includes, but is not limited to, establishing policies and practices that avoid the over-use of exclusionary discipline measures (including in- and out-of-school suspensions) and creating a positive and supportive learning environment for all students.
- Taking steps to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the ARP ESSER-supported program, in compliance with the requirements of section 427 of GEPA (20 U.S.C. 1228a).
- Attending to sustainability of plans supported by non-recurring ARP ESSER funds beyond the ARP ESSER funding period.

7. Plan for 20 percent Reservation to Address the Impact of Lost Instructional Time (Learning Loss)

How will the LEA use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs? **(3,000 characters max)**

The response must include:

- a. A description of the evidence-based interventions (e.g., providing intensive or high-dosage tutoring, accelerating learning) the LEA has selected, and how the LEA will evaluate the impact of those interventions on an ongoing basis to determine effectiveness.
- b. How the evidence-based interventions will specifically address the needs of student groups most disproportionately impacted.
- c. The extent to which the LEA will use funds it reserves to identify, engage, and support (1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and (2) students who did not consistently participate in remote instruction when offered during school building closures.

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

8. Plan for Remaining Funds *(funds not described under the question above)*

How will the LEA spend its remaining ARP ESSER funds including for each of the four fields below, as applicable? **(3,000 characters max)**

- a. Continuity of Services: How will the LEA use ARP ESSER funds to sustain services to address students' academic needs; students' and staff social, emotional, and mental health needs; and student nutrition and food services?
- b. Access to Instruction: How will the LEA use ARP ESSER funds to support the goals of increasing opportunity to learn and equity in instructional delivery? Consider regular attendance/chronic absenteeism data from the 2020-21 school year, including data disaggregated by student groups, in developing the response.
- c. Mitigation Strategies: How will the LEA use ARP ESSER funds to support prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities and transportation services to effectively maintain the health and safety of students, educators, and other staff? Consider the LEA's Health and Safety Plan in developing the response.
- d. Facilities Improvements: How will the LEA use ARP ESSER funds to repair and improve school facilities to reduce risk of virus transmission, address environmental health hazards, and/or improve ventilation? Consider the LEA's Health and Safety Plan in developing the response.

ARP ESSER Funds will contribute to the continuation of services by supporting 15 key positions.

The 8 positions at the High School are the Dean of School Culture, Dean of Students, Associate Dean of Students, Co-Head of Academics, Lead Clinician, Athletic Director, IT Coordinator, and the Building Technician. The 7 positions at the Middle School are two Deans of Students, School Psychologist, Health and Physical Education Teacher, Social Studies Teacher, Assistant Head of Academics, and the IT Coordinator. Most of these positions focus on student social and emotional needs. By establishing, managing, and tracking interventions, this takes the burden off the teachers so that they may focus on getting students up to grade level. Positions such as the Dean of Students and the Dean of School Culture keep tabs on the pulse of the school, with the help of the co-Head of School and the school Psychologist, they are often able to spot emerging trends and begin interventions before situations escalate. By keeping the emotional and social part of education in check, students and teachers can focus on learning. Freire has a team of specialists that will ensure all students have an opportunity to learn in an equitable and supportive environment. The Team is led by the Emotional Supports Coordinator, Community Outreach Coordinator, Behavior Interventionist and a Social Worker. They are supported by the Head of School, teachers, reading specialists, math specialists as needed. The student's parents are also involved to add an additional layer of support. Together, this group advocates for each and every student and works with them to eliminate any barriers to their success. In addition, the building substitute has emerged as an essential resource for students. Building substitutes are already familiar with the school and teaching methods. When a substitute is needed, they are ready to step in, with limited loss of instructional time. Considering what depth of learning loss due to the pandemic, losing instruction when a teacher is sick is simply not an option and not in the best interest of our students. Freire's COVID-19 health and safety plan includes a 100% mask requirement for all students and staff regardless of vaccination status. This is in line with CDC guidance to protect everyone from the Delta variant. Staff and students will be social distancing as much as space in the school as feasibility will allow. There will also be daily sanitization of doorknobs, elevator buttons, and bathroom fixtures. In addition to these preventative measures, Freire will provide regular COVID testing to unvaccinated staff and students. COVID tests will also be available to any staff or students who develop COVID-like symptoms during the day. In order to make this possible, Furthermore, Freire is using these funds to support hiring a full time nurse. The nurse provides an additional line of defense as they will be ensuring the effectiveness of the aforementioned protective measures and tracking positive COVID cases among staff and students. Freire Charter School (FCS) plans to improve the basement of its middle school so that they may better utilize this space. As a response to COVID-19, this project creates two full sized classrooms, three administration offices, four therapy spaces, as well as washer/dryer facilities. Every effort is being made to allow students to remain in the building, even while COVID varrients continue to spread. To do this safely, more space is needed so that students and staff can maintain the CDC recommended 6 ft social distancing. Two additional classrooms will decrease class size, allowing for the much needed distance, as well as decreasing the student to teacher ratio. Another pressing priority is meeting student mental health needs. Due to the stress of the pandemic, FCS expects more students to utilize counseling services. To do this well, additional meeting rooms are required. These areas must be large enough to allow for safe distancing and located in a space with student privacy in mind. In order to best serve students and keep the school running smoothly, FCS needs to have all of its staff safely on site. While some offices have adequate space and ventilation for staff to co-works, some do not. The three extra administrative offices support FCS to keep staff safe and thereby more effectively running the school. Lastly, COVID-19 has increased the poverty of an already low income population. Sometimes regularly washing clothes is just not possible. The washer/dryer facilities allow for students (and their families) to wash their clothes without the cost

of a laundry mat.

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	7,074,719	20%	1,414,944

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	Freire uses several information systems to collect information in a way that facilitates analysis and disaggregation. First, Freire uses a student database to collect school climate information like attendance, suspensions, and behavioral information. Freire also uses a data warehouse with a live dashboard and reporting feature that enables leaders to view live academic information, such as our benchmark test data.
Opportunity to learn measures (see help text)	The Panorama Student Survey, to protect student privacy in hopes of eliciting more honest feedback, survey responses are anonymous. While this means we are unable to disaggregate data by student group, it does provide valuable insight into student engagement and the overall pulse of the school.
Jobs created and retained (by number of FTEs and position type) (see help text)	Jobs created by ESSER at the High School funds: Reading Specialist, Math Teacher, 3 Building Substitutes, Health and Wellness Teacher Emotional Supports Coordinator, Dean, Nurse, Community Outreach Coordinator, and Grant Administrator. Jobs created by ESSER at the Middle School funds: Reading Specialist, 2 Building Substitutes, Enrichment Teacher (21st Century Home Economics), Math Specialist, Math Teacher Resident, Science Teacher Resident, Behavior Interventionist, Social Worker, Overflow Academic Advisor, Dean, and Assistant Head of School. Jobs retained by ESSER at the High School funds: Dean of School Culture, Dean of Students, Associate Dean of Students, Co-Head of Academics, Lead Clinician, Athletic Director, IT Coordinator, and the Building Technician. Jobs retained by ESSER at the Middle School are two Deans of Students, School Psychologist, Health and Physical Education Teacher, Social Studies Teacher, Assistant Head of Academics, and the IT Coordinator.
Participation in programs funded by ARP ESSER resources (e.g., summer and	Freire provides a variety of after school and summer school programs that are impart funded by ESSER resources. After school programs include typical clubs, such as chess club and theater, and resource/tutoring centers in core subject areas. Similarly our summer credit recovery program supports those students who need a bit more help getting back on track, but also includes day trips that are open to all students. Day trips include amusement parks and museum visits. The goal of both the after school and

	Data Collection and Analysis Plan (including plan to disaggregate data)
afterschool programs)	summer programs is to provide students with a safe and productive way to spend time, and receive academic support if needed. Freire uses CitySpan to track participation and attendance trackers for therapy, after school, and summer programs.

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

\$7,074,719.00

Allocation

\$7,074,719.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$58,350.00	1 FTE HS Reading Specialist
1000 - Instruction	200 - Benefits	\$22,054.00	Benefits (Health Insurance, 7.65% of Payroll Taxes, 5% of Retirement) for HS Reading Specialist
1000 - Instruction	100 - Salaries	\$59,410.00	1 FTE HS Math Teacher
1000 - Instruction	200 - Benefits	\$22,189.00	Benefits (Health Insurance, 7.65% of Payroll Taxes, 5% of Retirement) for HS Math Teacher
1000 - Instruction	100 - Salaries	\$101,984.00	1 FTE HS Building Substitute #1
1000 - Instruction	200 - Benefits	\$31,576.00	Benefits (Health Insurance, 7.65% of Payroll Taxes, 5% of Retirement) for HS Building Substitute #1

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Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$101,984.00	1 FTE HS Building Substitute #2
1000 - Instruction	200 - Benefits	\$31,576.00	Benefits (Health Insurance, 7.65% of Payroll Taxes, 5% of Retirement) for HS Building Substitute #2
1000 - Instruction	100 - Salaries	\$58,350.00	1 FTE HS Health and Wellness Teacher
1000 - Instruction	200 - Benefits	\$22,054.00	Benefits (Health Insurance, 7.65% of Payroll Taxes, 5% of Retirement) for HS Health and Wellness Teacher
1000 - Instruction	100 - Salaries	\$111,650.00	1 FTE HS Emotional Supports Coordinator
1000 - Instruction	200 - Benefits	\$32,799.00	Benefits (Health Insurance, 7.65% of Payroll Taxes, 5% of Retirement) for HS Emotional Supports Coordinator
1000 - Instruction	100 - Salaries	\$148,200.00	1 FTE HS Dean
1000 - Instruction	200 - Benefits	\$37,422.00	Benefits (Health Insurance, 7.65% of Payroll Taxes, 5% of Retirement) for HS Dean
1000 - Instruction	100 - Salaries	\$63,654.00	1 FTE HS Nurse
1000 - Instruction	200 - Benefits	\$22,726.00	Benefits (Health Insurance, 7.65% of Payroll Taxes, 5% of Retirement) for HS

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Function	Object	Amount	Description
			Nurse
1000 - Instruction	100 - Salaries	\$48,801.00	1 FTE HS Community Outreach Coordinator
1000 - Instruction	200 - Benefits	\$15,494.00	Benefits (Health Insurance, 7.65% of Payroll Taxes, 5% of Retirement) for HS Community Outreach Coordinator
1000 - Instruction	100 - Salaries	\$114,000.00	1 FTE HS Grants Administrator
1000 - Instruction	200 - Benefits	\$33,096.00	Benefits (Health Insurance, 7.65% of Payroll Taxes, 5% of Retirement) for HS Grants Administrator
1000 - Instruction	100 - Salaries	\$189,227.00	1 FTE HS Dean of School Culture
1000 - Instruction	200 - Benefits	\$71,045.00	Benefits (Health Insurance, 7.65% of Payroll Taxes, 5% of Retirement) for HS Dean of School Culture
1000 - Instruction	100 - Salaries	\$151,379.00	1 FTE HS Dean of Students
1000 - Instruction	200 - Benefits	\$45,571.00	Benefits (Health Insurance, 7.65% of Payroll Taxes, 5% of Retirement) for HS Dean of Students
1000 - Instruction	100 - Salaries	\$113,536.00	1 FTE HS Associate Dean of Students
			Benefits (Health

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Function	Object	Amount	Description
1000 - Instruction	200 - Benefits	\$40,784.00	Insurance, 7.65% of Payroll Taxes, 5% of Retirement) for HS Associate Dean of Students
1000 - Instruction	100 - Salaries	\$239,540.00	1 FTE HS Co-Head of Academics
1000 - Instruction	200 - Benefits	\$107,821.00	Benefits (Health Insurance, 7.65% of Payroll Taxes, 5% of Retirement) for HS Co-Head of Academics
1000 - Instruction	100 - Salaries	\$90,921.00	1 FTE HS Lead Clinician
1000 - Instruction	200 - Benefits	\$81,207.00	Benefits (Health Insurance, 7.65% of Payroll Taxes, 5% of Retirement) for HS Lead Clinician
1000 - Instruction	100 - Salaries	\$131,440.00	1 FTE HS Athletic Director
1000 - Instruction	200 - Benefits	\$63,735.00	Benefits (Health Insurance, 7.65% of Payroll Taxes, 5% of Retirement) for HS Athletic Director
1000 - Instruction	100 - Salaries	\$159,693.00	1 FTE HS IT Coordinator
1000 - Instruction	200 - Benefits	\$46,623.00	Benefits (Health Insurance, 7.65% of Payroll Taxes, 5% of Retirement) for HS IT Coordinator

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Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$106,724.00	1 FTE HS Building Technician
1000 - Instruction	200 - Benefits	\$39,921.00	Benefits (Health Insurance, 7.65% of Payroll Taxes, 5% of Retirement) for HS Building Technician
1000 - Instruction	100 - Salaries	\$71,802.00	1 FTE MS Reading Specialist
1000 - Instruction	200 - Benefits	\$36,558.00	Benefits (Health Insurance, 7.65% of Payroll Taxes, 5% of Retirement) for MS Reading Specialist
1000 - Instruction	100 - Salaries	\$50,393.00	1 FTE MS Building Sub #1
1000 - Instruction	200 - Benefits	\$15,739.00	Benefits (Health Insurance, 7.65% of Payroll Taxes, 5% of Retirement) for MS Building Sub #1
1000 - Instruction	100 - Salaries	\$55,167.00	1 FTE MS Enrichment Teacher - 21st Century Home Ec
1000 - Instruction	200 - Benefits	\$21,194.00	Benefits (Health Insurance, 7.65% of Payroll Taxes, 5% of Retirement) for MS Enrichment Teacher - 21st Century Home Ec
1000 - Instruction	100 - Salaries	\$74,263.00	1 FTE MS Math Specialist
			Benefits (Health Insurance, 7.65% of

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Function	Object	Amount	Description
1000 - Instruction	200 - Benefits	\$30,942.00	Payroll Taxes, 5% of Retirement) for MS Math Specialist
1000 - Instruction	100 - Salaries	\$37,132.00	1 FTE MS Math Teacher Resident
1000 - Instruction	200 - Benefits	\$14,062.00	Benefits (Health Insurance, 7.65% of Payroll Taxes, 5% of Retirement) for MS Math Teacher Resident
1000 - Instruction	100 - Salaries	\$37,132.00	1 FTE MS Science Teacher Resident
1000 - Instruction	200 - Benefits	\$14,062.00	Benefits (Health Insurance, 7.65% of Payroll Taxes, 5% of Retirement) for MS Science Teacher Resident
1000 - Instruction	100 - Salaries	\$108,300.00	1 FTE MS Building Sub #2
1000 - Instruction	200 - Benefits	\$35,207.00	Benefits (Health Insurance, 7.65% of Payroll Taxes, 5% of Retirement) for MS Building Sub #2
1000 - Instruction	100 - Salaries	\$59,007.00	1 FTE MS Behavior Interventionist
1000 - Instruction	200 - Benefits	\$16,828.00	Benefits (Health Insurance, 7.65% of Payroll Taxes, 5% of Retirement) for MS Behavior Interventionist

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Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$58,350.00	1 FTE MS Social Worker
1000 - Instruction	200 - Benefits	\$21,597.00	Benefits (Health Insurance, 7.65% of Payroll Taxes, 5% of Retirement) for MS Social Worker
1000 - Instruction	100 - Salaries	\$45,088.00	1 FTE MS Overflow Academic Advisor
1000 - Instruction	200 - Benefits	\$15,067.00	Benefits (Health Insurance, 7.65% of Payroll Taxes, 5% of Retirement) for MS Overflow Academic Advisor
1000 - Instruction	100 - Salaries	\$148,200.00	1 FTE MS Dean
1000 - Instruction	200 - Benefits	\$40,254.00	Benefits (Health Insurance, 7.65% of Payroll Taxes, 5% of Retirement) for MS Dean
1000 - Instruction	100 - Salaries	\$172,550.00	1 FTE MS Assistant Head of School
1000 - Instruction	200 - Benefits	\$71,315.00	Benefits (Health Insurance, 7.65% of Payroll Taxes, 5% of Retirement) for Assistant Head of School
1000 - Instruction	100 - Salaries	\$178,327.00	1 FTE MS Social Studies Teacher
1000 - Instruction	200 - Benefits	\$84,299.00	Benefits (Health Insurance, 7.65% of Payroll Taxes, 5% of

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Function	Object	Amount	Description
			Retirement) for MS Social Studies Teacher
1000 - Instruction	100 - Salaries	\$129,936.00	1 FTE MS Health & Physical Ed Teacher
1000 - Instruction	200 - Benefits	\$43,269.00	Benefits (Health Insurance, 7.65% of Payroll Taxes, 5% of Retirement) for MS Health & Physical Ed Teacher
1000 - Instruction	100 - Salaries	\$184,181.00	1 FTE MS Psychologist
1000 - Instruction	200 - Benefits	\$23,299.00	Benefits (7.65% of Payroll Taxes, 5% of Retirement) for MS Psychologist
1000 - Instruction	100 - Salaries	\$194,273.00	1 FTE MS Dean of Students #1
1000 - Instruction	200 - Benefits	\$51,408.00	Benefits (Health Insurance, 7.65% of Payroll Taxes, 5% of Retirement) for MS Dean of Students #1
1000 - Instruction	100 - Salaries	\$163,863.00	1 FTE MS Dean of Students #2
1000 - Instruction	200 - Benefits	\$47,561.00	Benefits (Health Insurance, 7.65% of Payroll Taxes, 5% of Retirement) for MS Dean of Students #2
1000 - Instruction	100 - Salaries	\$200,147.00	1 FTE MS Assistant Head of Academics
			Benefits (Health Insurance, 7.65% of

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Function	Object	Amount	Description
1000 - Instruction	200 - Benefits	\$104,044.00	Payroll Taxes, 5% of Retirement) for MS Assistant Head of Academics
1000 - Instruction	100 - Salaries	\$103,000.00	1 FTE MS IT Coordinator
1000 - Instruction	200 - Benefits	\$39,861.00	Benefits (Health Insurance, 7.65% of Payroll Taxes, 5% of Retirement) for MS IT Coordinator
1000 - Instruction	100 - Salaries	\$50,000.00	Stipends for Teachers for Summer Programing at the High School
1000 - Instruction	200 - Benefits	\$6,325.00	Benefits (7.65% of Payroll Taxes, 5% of Retirement) for Teachers for Summer Programing at the High School
1000 - Instruction	100 - Salaries	\$150,000.00	Stipends for Teachers running the Academic Centers at the High School
1000 - Instruction	200 - Benefits	\$18,975.00	Benefits (7.65% of Payroll Taxes, 5% of Retirement) for Teachers running the Academic Centers at the High School
1000 - Instruction	100 - Salaries	\$50,000.00	Stipends for Teachers for Summer Programing at the Middle School

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Function	Object	Amount	Description
1000 - Instruction	200 - Benefits	\$6,325.00	Benefits (Payroll Taxes and Retirement) for Teachers for Summer Programing at the Middle School
1000 - Instruction	100 - Salaries	\$150,000.00	Stipends for Teachers running the Academic Centers at the Middle School
1000 - Instruction	200 - Benefits	\$18,975.00	Benefits (7.65% of Payroll Taxes, 5% of Retirement) for Teachers running the Academic Centers at the Middle School
1000 - Instruction	100 - Salaries	\$125,000.00	Retention Bonuses for the High School
1000 - Instruction	200 - Benefits	\$15,813.00	Benefits (7.65% of Payroll Taxes, 5% of Retirement)related to the Retention Bonuses for the High School
1000 - Instruction	100 - Salaries	\$175,000.00	Retention Bonuses for the Middle School
1000 - Instruction	200 - Benefits	\$22,138.00	Benefits (7.65% of Payroll Taxes, 5% of Retirement) related to the Retention Bonuses for the Middle School
1000 - Instruction	600 - Supplies	\$20,479.00	Chromebook and Computer Supplies for the High School
1000 - Instruction	600 - Supplies	\$17,243.00	Chromebook and Computer Supplies for the Middle School

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Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	\$75,000.00	Chrombooks for the High School
1000 - Instruction	600 - Supplies	\$75,000.00	Chrombooks for the Middle School
1000 - Instruction	100 - Salaries	\$51,984.00	1 FTE HS Building Substitute #3
1000 - Instruction	200 - Benefits	\$21,249.00	Benefits (Health Insurance, 7.65% of Payroll Taxes, 5% of Retirement) for HS Building Substitute #3
		\$6,663,719.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$7,074,719.00

Allocation

\$7,074,719.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2000 - SUPPORT SERVICES	300 - Purchased Professional and Technical Services	\$30,000.00	TEACH-ACT summer training for high school teachers
2000 - SUPPORT SERVICES	300 - Purchased Professional and Technical Services	\$37,000.00	TEACH-ACT spring training for high school teachers
2000 - SUPPORT SERVICES	300 - Purchased Professional and Technical Services	\$44,000.00	TEACH-BIO summer training for high school teachers
2000 - SUPPORT SERVICES	300 - Purchased Professional and Technical Services	\$150,000.00	Student and Staff DEI Training with Rethinc
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	300 - Purchased Professional and Technical Services	\$150,000.00	Middle School Basement Construction
		\$411,000.00	

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	\$4,871,938.00	\$1,604,059.00	\$0.00	\$0.00	\$0.00	\$187,722.00	\$0.00	\$6,663,719.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$261,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$261,000.00
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

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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	\$150,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$150,000.00
	\$4,871,938.00	\$1,604,059.00	\$411,000.00	\$0.00	\$0.00	\$187,722.00	\$0.00	\$7,074,719.00
	Approved Indirect Cost/Operational Rate: 0.0000							\$0.00

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	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
							Final	\$7,074,719.00