

Section: Narratives - Needs Assessment

Introduction

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

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

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

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

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

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

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

Indicators of Impact

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

At each building level, students were identified through formative assessments, universal screeners and state assessment data. These students scored in the bottom 20% at each grade level or subject area.

Section: Narratives - After-school Program

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

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

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
Children from Low-Income Families	Emotional Wellness	325	The investigators will study, adapt and keep notes of any observations, conversations, statements, or significant information pertaining to the intervention such as student engagement, attendance, attitudes, behaviors etc. 3rd grade students will take a post survey.

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

Each night of the SEL after school program, students will participate in a chat/reflection session with their assigned teacher and mentors. This group-based session will afford students the opportunity to share thoughts and feelings about the activities goal. The assigned teacher and mentor will takes notes from each session. These notes will be used to assess the effectives of the nightly activity.

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

Number of Staff Members	Internal/Outside Provider	Role

Number of Staff Members	Internal/Outside Provider	Role
32	Internal	Teacher
40	External Provider	Mentors



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



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

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

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Pre/Post survey	Twice	80% of students will demonstrate positive social emotional growth from the pre-survey to post-survey

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

Families of the selected students were made aware of the after-school program through verbal and written invitations. Periodic notices were provided to keep families aware of student progress during the program. Final progress reports were provided at the conclusion of the after school program.

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget
 \$27,368.00
Allocation
 \$27,368.00

Budget Over(Under) Allocation
 \$0.00

Budget Overview

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$8,315.00	Teacher wages
1000 - Instruction	300 - Purchased Professional and Technical Services	\$3,200.00	Mentors (non-employee)
1000 - Instruction	600 - Supplies	\$10,733.00	Various supplies for wellness and social-emotional support
		\$22,248.00	

Section: Budget - Support and Non-Instructional Expenditures

Support and Non-Instructional Expenditures

Budget
 \$27,368.00
Allocation
 \$27,368.00

Budget Over(Under) Allocation
 \$0.00

Budget Overview

Function	Object	Amount	Description
2700 - Student Transportation	100 - Salaries	\$4,265.00	Bus driver wages
2700 - Student Transportation	200 - Benefits	\$855.00	Bus driver FICA/PSERS
		\$5,120.00	

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	\$8,315.00	\$0.00	\$3,200.00	\$0.00	\$0.00	\$10,733.00	\$0.00	\$22,248.00
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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
Services								
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$4,265.00	\$855.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$5,120.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
	\$12,580.00	\$855.00	\$3,200.00	\$0.00	\$0.00	\$10,733.00	\$0.00	\$27,368.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$27,368.00

Section: Narratives - Needs Assessment

Introduction

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

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

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

Indicators of Impact

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

Students selected for the summer school program were identified through their EOY report card grades. Any student who had grades below a C were targeted for inclusion for the program.

Section: Narratives - Summer School Program Questions

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

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

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
Children from Low-Income Families	Academic Growth	50	Parker Middle School student growth will be measured through formative assessments and online ELA and math measures.
Children from Low-Income Families	Academic Growth		General McLane High School student growth measured through online ELA and math assessments

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

Evidence-based resources will include online software programs in the areas of math and ELA.

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

Number of Staff Members	Internal/Outside Provider	Role
6	Internal Provider	Teacher

Number of Staff Members	Internal/Outside Provider	Role
2	Internal Provider	teacher



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



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

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

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Online software	weekly	Students from Parker Middle School will demonstrate academic growth in the areas of ELA and Math
Online software	weekly	Students from General McLane High School will demonstrate academic growth in the areas of ELA and Math

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

Prior to the program starting, families of the targeted students were provided an overview of the program and how it would benefit their children.

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget
 \$27,368.00
Allocation
 \$27,368.00

Budget Over(Under) Allocation
 \$0.00

Budget Summary

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$19,584.00	Teacher wages
1000 - Instruction	200 - Benefits	\$3,785.00	Teacher benefits
1000 - Instruction	600 - Supplies	\$3,999.00	Various supplies
		\$27,368.00	

Section: Budget - Support and Non-Instructional Expenditures

Support and Non-Instructional Expenditures

Budget
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Allocation
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Budget Over(Under) Allocation
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Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
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Section: Narratives - Needs Assessment

Introduction

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

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

Percentage of LEA Allocation - Required Activities

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

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

8% - To address reading remediation and improvement for students

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

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

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

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

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

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

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

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

Indicators of Impact

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

	Method used to Understand Each Type of Impact
Social and Emotional Learning	The results of various behavior screeners, student surveys, and referrals to the SAP program, enabled the school to provide counseling supports for students with emotional needs. In some cases students were referred for outside counseling when a higher level of support was required. Ongoing SAP meetings were used to follow the progress of students who were referred for supports.
Professional Development for Social and Emotional Learning	We will begin the school year with a pre-assessment of students' attitudes and beliefs about positive behaviors; positive connections among staff, faculty, and other students; protective factors including constructive coping strategies; recognition of availability of mental health resources; and interest in participation in school activities. Currently, we are aware that students may feel disinterested and disengaged in school.
Reading Remediation and Improvement for Students	Through the analysis of various standards-based assessments, in-class formative/summative assessments, and student work, the teachers were able to determine the impact of lost instruction had on student performance. These assessments enabled teacher to determine the level of supports needed based on the loss of instruction.
Other Learning Loss	The classroom teachers will refer students to the MTSS team for supports and interventions.

Documenting Disproportionate Impacts

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

		Provide specific strategies
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Student Group	Area of Impact	that were used or will be used to identify and measure impacts
Children from Low-Income Families	Social and Emotional Learning	The BESS screener will be administered on all K-12 students. Students who score in the red category will be targeted for supports through the SAP counselors.

Section: Narratives - Learning Loss Program Questions

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

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

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

3. Calculate 30% of LEA Allocation as the **MINIMUM REQUIRED RESERVE** for Social and Emotional Learning. *(Calculation will populate when you click the Save button)*
 - *This value will be needed in the corresponding budget section.*

	Total LEA Allocation	Multiply by 30% (.30)	Minimum Allocation for SEL
Minimum 30% SEL Requirement	136,841	30%	41,052

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

Students were identified through the BESS screener. It was administered by classroom teachers in grade K-2. In grades 3-4 students completed a self-assessment. Students who scored in the yellow or red categories were identified as one who would benefit from the program. Parent permission was sought for inclusion in the ASR program and for individual SAP counseling or inclusion in group counseling.

5. Program/Activities – Please describe the planned program activities and identify the type of activity

and the number of students to be served by that activity.

Program Activity	Student Group	Type (Universal, Targeted, Intensive)	Number of Students Served
SEL after school recreation program	Children from Low-Income Families	Universal	325

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

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Student surveys	Pre/post surveys	Teachers/mentors will study, adapt and keep notes of any observations, conversations, statements, or significant information pertaining to the intervention such as student engagement, attendance, attitudes, behaviors etc. 3rd grade students will take a post survey.

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

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

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

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

	Total LEA Allocation	Multiply by 10% (.10)	Minimum Allocation for SEL PD
SEL PD Requirement	13,684	10%	1,368

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

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other)	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
b. Identifying signs of possible mental health issues and providing culturally relevant support;	80	Teacher	Staff from PSU-Behrend	External Contractor	The district will have a trained mental health counselor provide strategies, techniques to assess students who are demonstrating mental health needs. This training will take place on-site our virtual

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

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Identification of Trauma, Mental Illness, and Interventions	Weekly	Prof Dev in the area of identifying students with mental health needs and providing them with the most appropriate level of support.

Section 3c - Reading Improvement for Students:

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

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

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

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

	Total LEA Allocation	Multiply by 8% (.08)	Minimum Allocation for Reading Improvement
Minimum 8% Reading Improvement Requirement	10,947	8%	876

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

The DIBELS 8th Edition and MAP assessments were used in grades K-8 to identify the learning loss in the area of reading and math. Students who scored in the lowest 20% were provided with Tier 2 interventions. These interventions took place 4 days for 30 minutes. Their progress was checked each Friday. Students in the bottom 10% received Tier 3 interventions. These groups followed the same format as students in the Tier 2 groups. However, there were

only 2-3 students in these groups. Progress for students in Tier 2 and 3 took place in November and March. During these meetings the team reviewed how successful the students were on the applied interventions. If limited progress, the interventions were changed. If appropriate progress, the intervention remained in place. If a student exceeded expectations, the student was moved to a lower level of supports.

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

No

Please explain:

A years worth of growth will not be observable until the end of the 2021-22 school year. However, progress will be monitored throughout the year to determine if a student is making adequate progress that would align with a year's worth of growth.

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

No

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

Training	Grade Level / ESL / Special Education	Number of Teachers Trained

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

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			instruction to elementary school students grades K–3 with below-average reading skills. The

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Sound Partners	Children from Low-Income Families	15	<p>program is designed for use by tutors with minimal training and experience. Instruction emphasizes letter–sound correspondences, phoneme blending, decoding and encoding phonetically regular words, and reading irregular high-frequency words. It includes oral reading to practice applying phonics skills in text. The program consists of a set of scripted lessons in alphabetic and phonics skills and uses Bob Books beginning reading series as one of the primary texts for oral reading practice. The tutoring can be provided as a pull-out or after-school program or by parents who homeschool their children.</p>
Sunday Systems Level I	Children from Low-Income Families	10	<p>Sunday System 1 offers structured, systematic, multisensory reading intervention for readers at the beginning stages of reading through the end of the 2nd-grade reading level. Each lesson plan uses</p>

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			proven Orton-Gillingham methods to provide effective intervention in small-group settings.

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

Tool Used to Evaluate Success	Frequency of Use	Expected Results
DIBELS 8th Edition	September, January and May	80% of all students will score at grade level benchmark on the EOY DIBELS 8 assessment.

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

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

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

	Total LEA Allocation	Multiply by 52% (.52)	Maximum Allocation for Other Learning Loss Activities
52% Other Learning Loss Activities	50,210	52%	26,109

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

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Skill based interventions in the areas of ELA and math	Children from Low-Income Families	500	During grade level No New Instruction/Mentor times, students in grade K-12 will receive academic supports to address skill-based deficits. Interventions in K-4 will consist of LLI, Sound Partners, Soliday System, and RAVE'0. Interventions in grade 5-12 will be delivered through research based online software that tracks student progress and provides appropriate supports based on the student's area of need in reading and math.

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

Tool Used to Evaluate Success	Frequency of Use	Expected Results
DIBELS 8th Edition	September, January and May	80% of K-4 students will achieve EOY benchmark score.
MAP	September, January and May	80% of students in grades 1-8 will improve their EOY RIT score by 1 point.
Online instruction from IXL	Daily	Students in grades 5-12 will achieve 30% growth from the beginning of the year.

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

\$136,841.00

Allocation

\$136,841.00

Budget Over(Under) Allocation

\$0.00

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

41,052

Budget Summary

Function	Object	Amount	Description
1000 - Instruction	300 - Purchased Professional and Technical Services	\$62,000.00	Contracted mental health counselor(s)
		\$62,000.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$136,841.00

Allocation

\$136,841.00

Budget Over(Under) Allocation

\$0.00

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

13,684

Budget Summary

Function	Object	Amount	Description
1000 - Instruction	500 - Other Purchased Services	\$13,684.00	Teacher professional development
		\$13,684.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$136,841.00

Allocation

\$136,841.00

Budget Over(Under) Allocation

\$0.00

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

10,947

Budget Summary

Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	\$10,947.00	See description in 14 of Learning Loss program questions.
		\$10,947.00	

Section: Budget - Other Learning Loss Expenditures

Learning Loss Budget

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

	Total LEA Allocation	30% SEL Budgeted Value	10% SEL PD Budgeted Value	8% Reading Improvement Budgeted Value	Remaining Allocation for Other Learning Loss Activities
Other Learning Loss Activities Amount	136,841	62,000	13,684	10,947	50,210

Learning Loss Expenditures

Budget

\$136,841.00

Allocation

\$136,841.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	\$34,027.00	Various software licenses, subscriptions and supplies
2700 - Student Transportation	100 - Salaries	\$10,800.00	Bus driver wages for summer enrichment programs

Function	Object	Amount	Description
2700 - Student Transportation	200 - Benefits	\$2,500.00	Bus driver benefits for summer enrichment programs
2700 - Student Transportation	600 - Supplies	\$2,883.00	Bus fuel for summer enrichment programs
		\$50,210.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

\$136,841.00

Allocation

\$136,841.00

Budget Over(Under) Allocation

\$0.00

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$62,000.00	\$0.00	\$13,684.00	\$44,974.00	\$0.00	\$120,658.00
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								

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$10,800.00	\$2,500.00	\$0.00	\$0.00	\$0.00	\$2,883.00	\$0.00	\$16,183.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$10,800.00	\$2,500.00	\$62,000.00	\$0.00	\$13,684.00	\$47,857.00	\$0.00	\$136,841.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$136,841.00