

Section: Narratives - Needs Assessment

Introduction

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

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

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

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

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

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

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

Indicators of Impact

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

The District acknowledges that students at risk of summer learning loss include students with disabilities, English Learners, homeless, and foster care youth. Further, there is research that demonstrate Black, Hispanic, American Indian Alaskan Native and economically disadvantaged

students (Kuhfeld, et.al., 2019, Atteberry, et. Al. 2019) are more likely to experience and struggle with recovering from summer learning loss. As a result, these students will be prioritized for inclusion in the summer program. In addition, other indicators the District will consider when determining the students most in need of support include but are not limited to the following: --unfinished learning (learning loss and learning lag as demonstrated through assessments, grades, attendance, progress or lack of progress on learning goals outlined in IEPs and 504 plans, and course failures) and acceleration; --students in pivotal transition grades (3rd, 5th & 8th) and other identified grades based on school and district-level progress monitoring data; and --social emotional indicators (students who have fewer strengths on the SEL survey than the average for the grade level). Acknowledging that extant data do not always provide an accurate picture of student need, in addition to the data used to identify students each principal will work with their teachers and staff to ensure that students who have a need and are not identified through the data review will be included in consideration for the available programs. Kuhfeld, M., Condrón, D., & Downey, D. (2019). When Does Inequality Grow? A Seasonal Analysis of Racial/Ethnic Disparities in Learning in Kindergarten through Eighth Grade. (The Collaborative for Student Growth at NWEA Working Paper). Atteberry, Allison, and Andrew McEachin. (2019). School's Out: The Role of Summers in Understanding Achievement Disparities. (EdWorkingPaper: 19-82). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/2mam-bp02>

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
Major Racial and Ethnic Groups	Academic Growth	811	NWEA MAP and Academic Progress as measured by student performance on activities and assignments.
Major Racial and Ethnic Groups	Emotional Wellness	811	NWEA MAP and Academic Progress as measured by student performance on activities and assignments.
Children from Low-Income Families	Academic Growth	1,071	NWEA MAP and Academic Progress as measured by student performance on activities and assignments.
Children from Low-Income Families	Emotional Wellness	1,071	NWEA MAP and Academic Progress as measured by student performance on activities and assignments.

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 with Disabilities	Academic Growth	1,197	NWEA MAP and Academic Progress as measured by student performance on activities and assignments.
Children with Disabilities	Emotional Wellness	1,197	NWEA MAP and Academic Progress as measured by student performance on activities and assignments.
English Learners	Academic Growth	78	NWEA MAP and Academic Progress as measured by student performance on activities and assignments.
English Learners	Emotional Wellness	78	NWEA MAP and Academic Progress as measured by student performance on activities and assignments.
Students Experiencing Homelessness	Academic Growth	30	NWEA MAP and Academic Progress as measured by student performance on activities and assignments.
Students Experiencing Homelessness	Emotional Wellness	30	NWEA MAP and Academic Progress as measured by student performance on activities and

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
			assignments.
Youth in Foster Care	Academic Growth	30	NWEA MAP and Academic Progress as measured by student performance on activities and assignments.
Youth in Foster Care	Emotional Wellness	30	NWEA MAP and Academic Progress as measured by student performance on activities and assignments.

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

Summer programming will be designed to incorporate best practices and programmatic elements associated with quality and outcomes for students. Specifically, the District will: (1) Utilize an evidence-based curriculum for reading and math that incorporates SEL, Career Development, and Financial Empowerment with activities that extend student learning, and provide professional development to staff to ensure effective implementation; (2) Ensure that programming runs for sufficient duration, providing enough academic time on task to realize outcomes; (3) Promote regular program attendance; (4) Prioritize establishing positive, supportive, and welcoming environments for students, families, and staff; and (5) Ensure appropriate supports for students with special needs, including students with exceptionalities and English language learners. Resource: Investing in Successful Summer Programs A Review of Evidence Under the Every Student Succeeds Act
https://www.rand.org/content/dam/rand/pubs/research_reports/RR2800/RR2836/RAND_RR2836.pdf

- 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
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Number of Staff Members	Internal/Outside Provider	Role
268	Internal Provider	Special Education teachers, paraprofessionals, nurses, mental health therapists, and support staff that will work in the summer program. Note: Other staff costs will be funded in ESSER III.
8	Internal Provider	Curriculum developers, lead for each building, curriculum and program support coaches, SEL/Behavior coach, transition counselor, EL teacher/specialist



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
Total Attendance	End of program	At least 30% of the participants will attend a minimum of 20 of the instructional days.
Average Attendance	End of program	Average daily attendance will be greater than 50% of the targeted students.
		Prevention of summer learning

Tool Used to Evaluate Success	Frequency of Use	Expected Results
NWEA Map	2 (at beginning of program and start of school year)	loss will be demonstrated by 80% of the participants who attended a minimum of 20 days and have assessment scores, achieving a higher standardized score comparing the beginning of the program as compared to the beginning of the next school year on the Math and ELA NWEA MAP assessments - specifically a RIT score of 4 or more points higher on the NWEA MAP assessment taken at the beginning of the next school year.
NWEA Map	2 (end of prior year and start of next school year)	80% of the students who participate in a minimum of 20 days of the summer program and have assessment results, will demonstrate greater increases in their national percentile rank by comparing to a matched sample of students who did not participate in the summer program (match based on demographic and prior performance).
IEP Learning Goals and 504 Plans	Quarterly 4 times per year	Progress on individual student goals.

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

School-based staff will engage with families to communicate about the program and enroll students to include sending Notice of Recommended Educational Placement (NOREP); summer program staff will host a pre-program kick-off family engagement event, open house, and end-of-program culminating celebration event. An end-of-program survey will capture feedback to inform changes in the future. Families for students with disabilities and English Learners will receive a summary of student progress at the end of the program.

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget

\$1,112,630.00

Allocation

\$1,112,630.00

Budget Over(Under) Allocation

\$0.00

Budget Summary

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$833,298.00	Staff salaries for summer school
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$222,366.00	Mandatory benefits for staff salaries
		\$1,055,664.00	

Section: Budget - Support and Non-Instructional Expenditures

Support and Non-Instructional Expenditures

Budget

\$1,112,630.00

Allocation

\$1,112,630.00

Budget Over(Under) Allocation

\$0.00

Budget Summary

Function	Object	Amount	Description
5000 - OTHER EXPENDITURES AND FINANCING USES	900 - Indirect Costs Rate	\$56,966.00	Indirect Costs @ 5.12%
		\$56,966.00	

Section: Budget - Budget Summary
BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$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	\$833,298.00	\$222,366.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,055,664.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

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

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
	\$833,298.00	\$222,366.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,055,664.00
Approved Indirect Cost/Operational Rate: 0.0512								\$56,966.00
Final								\$1,112,630.00