

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 pandemic has been particularly hard on districts like CASD. We have a high percentage of students that come from disadvantaged backgrounds. The economic hardships that occur in the homelife often manifest in classroom performance. Technology gaps at home that

affected the ability to fully participate in remote learning have been closed by previous grant funding and the generosity of alumni and the community. The pandemic created particular problems for early elementary students that didn't have the support at home. To identify specific gaps CASD is using short- and long-term diagnostic and formative assessments tools to respond to student learning issues. With funding from an earlier ESSER grant, CASD purchased and is implementing the IXL diagnostic tool. This assessment tool will help place actionable student performance information in educators' hands to help them address individual and classroom learning needs. We understand the importance to respond with focused attention on high-quality assessment types that are designed to help educators understand each student's learning needs post-COVID-19. The IXL Real-Time Diagnostic is designed to help the district design programs to address improvements and programs for students that are performing below working grade levels. While the tool seems to function best to allow real time instruction changes to address gaps, we believe that the tool will also produce trend data for individual students. This data will be one factor that will show if a student requires additional help in a summer program or are they moving forward enough against grade level performance with just the more routine classroom time. Of course, these tools are only one indicator of performance. We still rely heavily on staff evaluations and recommendations. CASD has a well-established summer program from which we will build. We have data from various tools to identify subject areas that are of most concern. To address these gaps we will design specific classes in-house, while other programs will be purchased. We are evaluating some programs offered through IU1.

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	280	Performance assessment tools, faculty inputs, and standard grading processes
Children with Disabilities	Academic Growth	30	This population had a higher percentage of remote learning when schools began to open and remote learning was optional. We are analyzing performance data in against grade-level to determine if this group needs targeted support.
Students Experiencing Homelessness	Academic Growth	23	This is a small subset of our student population but they are a group of focus for CASD. We have target programs already in place to support these students and we use testing and staff input

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
			to identify problems and performance
English Learners	Academic Growth	40	We usually recommend all students in this category utilize the summer learning programs. We generally test all english learner students in the summer if possible to determine placement and plan for the next year's requirements

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

Using our analytic tools, we hope to identify which programs are most needed and best suited for additions to our normal summer school programs. We plan to design some specific classes that address identified learning loss areas brought on by the pandemic. These internal programs will depend heavily on the availability of our current faculty. The pandemic has placed a heavy strain on current faculty and their ability to take on additional summer school programs is limited. We are also analyzing some purchased programs including Summer Learning Acceleration Academies for ELA/Math. This program is a 4-week program that consists of ½ day ELA curriculum and ½ math curriculum. Another program of interest is Fusion Summer Credit Recovery Online for Grades 9-12. Although this is an online class, we believe we will still have to offer this mode of class for the current summer program. There are a number of purchased class offerings that are acceleration programs and not specifically addressing learning loss. We believe these may also be beneficial to our students that, while not necessarily behind, may be not advancing as fast as they could because of the issues created during the last 2 years. For those students we are evaluating classes like Camp Tech Grade 3-8. Camp Tech is a summer camp for students entering grades 3-8 in the fall of 2022. Students explore science, technology, engineering, math, computer science and more with new and innovative technology. Also Camp Innovation Grades K-6 which is an innovation summer camp for students entering grades K-8. These are just one week programs which may be used to help accelerate some of our students that are interested in the STEM areas and to

motivate some of our younger students. All of these programs provide some analytic results data that will help us measure progress against our goals.

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
1	Internal Provider	expansion of classroom offerings,
1	Outside Provider	courses and programs purchased from outside vendors



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
Grade level assessment tool	before and after sessions	We expect to have progress against the previously measured grade-level performance indicators

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

As stated earlier once we identify which programs are most needed and best suited for

summer school programs, we need to actively engage student and their families to take advantage of these offerings. Identifying students who would benefit from summer school programs is only half of the problem. Identifying students and families who will take advantage of these programs is the other half of the equation. This is especially true with many of our families where our students are classified as disadvantaged. Currently we have more than 58% of our students in this classification and more than 20% of our students living below the poverty line. These families must be provided with transportation to utilize these summer school programs. Once the programs are established, we actively reach out to parents and family of the identified students to understand the barriers to participation. If indeed transportation is an issue will explore methods for ensuring high attendance. CASD routinely reaches out to our families with surveys and questionnaires to solicit input. Staff routinely meets with our at-risk families to offer programs and support. Once specific students are identified as possibly benefitting from the summer school offerings, we will send targeted communication to those families to make them aware of the problems and solutions we are offering. Some of the outside programs that we are evaluating do not provide food or transportation. CASD will ensure that our low income families have adequate support (food, transportation etc) to participate in the off-site summer school programs.

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget
 \$39,564.00
Allocation
 \$39,564.00

Budget Over(Under) Allocation
 \$0.00

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$18,650.00	Personnel salaries to deliver instruction.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$7,500.00	Personnel benefits to deliver instruction.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$5,000.00	Educational Supplies are needed to deliver instruction.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$7,064.00	Purchased programs and outsourced programming needed to deliver instruction.
		\$38,214.00	

Section: Budget - Support and Non-Instructional Expenditures

Support and Non-Instructional Expenditures

Budget
 \$39,564.00
Allocation
 \$39,564.00

Budget Over(Under) Allocation
 \$0.00

Budget Summary

Function	Object	Amount	Description
2700 - Student Transportation	100 - Salaries	\$1,000.00	Pupil transportation
2700 - Student Transportation	200 - Benefits	\$350.00	Pupil transportation
		\$1,350.00	

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	\$18,650.00	\$7,500.00	\$7,064.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$38,214.00
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	\$1,000.00	\$350.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,350.00
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
	\$19,650.00	\$7,850.00	\$7,064.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$39,564.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$39,564.00