

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 LEA will use benchmark data (reading and math), class grades, and anecdotal data from parents and school staff to determine which students will participate in summer programming. Many participating students will be students with IEPs who are either not making adequate

progress or who demonstrate a need to extend their learning into the summer to increase retention of skills. In addition, based on the percentage of economically disadvantaged students in the LEA (approximately 48%), a majority of the students who participate in the various aspects of the summer programming will fall into this category. Students involved in the academic portions of the program may participate for varying lengths of time and for varying days per week, depending upon need and availability. Personnel in the LEA are aware that many students do not have the necessary at home resources to support academic and social emotional learning and providing summer support will allow LEA staff to work with students in a targeted fashion based on their needs. The summer programming will also include opportunities for youth who demonstrate a social emotional need to remain connected to school staff by participating in an art program and/or maintaining regular connections with the school social worker.

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.

- 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	30	Data from benchmark and diagnostic assessments will be used to identify the specific needs of the students who will be served. Ongoing progress monitoring during the duration of the program will serve as a means to analyze the effectiveness of the specific interventions being utilized and determine the need for continuation or discontinuation of the specific intervention. Older students participating in programs offered through Saint Francis University will benefit both academically and social emotionally from their participation, as evidenced by survey feedback and increased career

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
			awareness.
Children with Disabilities	Academic Growth	20	Data from benchmark and diagnostic assessments will be used to identify the specific needs of the students who will be served. Ongoing progress monitoring during the duration of the program will serve as a means to analyze the effectiveness of the specific interventions being utilized and determine the need for continuation or discontinuation of the specific intervention. Students involved in the program have demonstrated a need to continue with specific reading instruction in the summer programming to enhance the retention of skills.
			Staff will use behavior and attendance data to assess student progress made through the summer art program. In addition, staff will develop a survey to

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	10	be used with students to evaluate the effectiveness of the program and to gather feedback from the student participants about their perceptions of the program and impacts on their emotional health.

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

Staff will utilize a variety of resources, based on student need. Currently, the district uses reading interventions such as Read Naturally, Linda Mood Bell programs (ex. LIPS), Heggerty phonemic awareness and phonological program, iReady, and various other programs tailored to specific reading intervention needs. The LEA will continue to use these programs, as well as examine other, researched-based resources that will allow staff to work with students individually and in small groups for reading interventions. In addition, as research suggests, arts programs can have an extremely positive influence on a child's development, both academically and social emotionally.

- 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
2	Internal Provider	Provide targeted reading instruction
3	Internal Provider	Provide extended support through increased therapy sessions with a licensed social worker; oversee/supervise local art program

Number of Staff Members	Internal/Outside Provider	Role
4	Outside Provider	Provide instruction at local university summer camps; provide partnership with local arts organization



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
DRA	Beginning and end of program sessions	The LEA would expect to see an increase in the number of students at each grade level moving from a below basic DRA level to a basic or proficient level and from a basic level to a proficient or advanced level.
Reading program placement tests and embedded assessments	As prescribed in program	Goals will be determined based on the details of the specific program being utilized. Generally speaking, students will experience improvements in their specific skill deficit areas (ex. phonemic awareness, phonics, fluency, vocabulary, comprehension)
		Results will include

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Research based SEL tool - TBD	Beginning and end of program sessions	improvements in students' perceptions of school, ability to use coping strategies, and overall sense of belonging.

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

The LEA will make phone calls and/or have meetings with parents, inviting their children to participate in the summer programming. These interactions will include the rationale for requesting the students' participation, including academic levels based on benchmark and progress monitoring data, a review of the students' current class grades, classwork and homework completion, etc., and recommendations from teachers and other school staff. In an effort to remove a known barrier for some families, transportation home from the summer programming will be offered to parents who are unable to provide this for their children. Ongoing communication with parents will occur as students are recommended for moving in and/or out of the program or increasing/decreasing frequency of session attendance based on their progress.

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget

\$41,508.00

Allocation

\$41,508.00

Budget Over(Under) Allocation

\$0.00

Budget Summary

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$3,970.00	Additional summer instruction for IEP students who do not qualify for ESY
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$2,081.70	Payroll benefits for summer instruction of IEP students
1400 - Other Instructional Programs – Elementary / Secondary	500 - Other Purchased Services	\$3,000.00	Transportation to summer instruction for IEP students
1400 - Other Instructional Programs – Elementary / Secondary	500 - Other Purchased Services	\$7,650.00	Tuition for low income students to participate in summer school programs provided by local university
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	\$1,416.00	Reading program materials for special education summer programming
			One teacher and one

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$5,294.00	counselor for summer art enrichment program (4 hours per day, 3 days a week for four weeks) 2022-23 & 2023-24
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$2,774.80	Payroll benefits for summer art enrichment program
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	\$587.00	Supplies for summer art enrichment program
1400 - Other Instructional Programs – Elementary / Secondary	500 - Other Purchased Services	\$5,000.00	Transportation for students attending summer school programs at a local university
		\$31,773.50	

Section: Budget - Support and Non-Instructional Expenditures

Support and Non-Instructional Expenditures

Budget

\$41,508.00

Allocation

\$41,508.00

Budget Over(Under) Allocation

\$0.00

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$4,962.60	Additional days for district social worker to meet with students
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$2,601.90	Payroll benefits for social worker additional hours
2200 - Staff Support Services	500 - Other Purchased Services	\$1,300.00	Reading program teacher training - three day virtual workshop for two teachers at \$650 per teacher
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$870.00	Substitute teachers for teachers attending reading program training
		\$9,734.50	

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	\$9,264.00	\$4,856.50	\$0.00	\$0.00	\$15,650.00	\$2,003.00	\$0.00	\$31,773.50
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	\$4,962.60	\$2,601.90	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$7,564.50
2200 Staff Support	\$0.00	\$0.00	\$870.00	\$0.00	\$1,300.00	\$0.00	\$0.00	\$2,170.00

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Agency: Tyrone Area SD
AUN: 108078003
Grant Content Report

	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

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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
	\$14,226.60	\$7,458.40	\$870.00	\$0.00	\$16,950.00	\$2,003.00	\$0.00	\$41,508.00
				Approved Indirect Cost/Operational Rate: 0.0000				\$0.00
				Final				\$41,508.00