

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.

Despite the school district's efforts, the children of Harrisburg have suffered from the impact of COVID-19. There has been significant loss of life in our students' families and extended families, housing insecurity, increase in homelessness, food insecurity, significant isolation, job

loss, abuse, neglect, social withdrawal, stunted language development, and a detached affect when it comes to interacting with peers and teachers in the remote setting. It remains unclear the full impact that the pandemic has had on our students. Our learning evidence tells us that students did not grow from their Beginning of Year Screenings to their End of Year Screenings in most grade levels and schools. Professional development has focused on scaffolding instruction to provide supports needed for students to reach an understanding of high-level standards, despite skill gaps. There is an intense focus on fiercely protecting instructional minutes, improving instructional practices, using formative assessments to determine the individual needs of children and differentiating instruction. In order to address these various impacts, all students are encouraged to attend the summer school programming and enrichment opportunities.

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	1,060	<p>In the summer of 2021, STAR assessments were utilized to determine academic needs. Diagnostic assessments were used in Imagine Math and STAR. This data was used to compare with BOY data from students who did not complete the summer program to measure the effectiveness of the program. These same strategies will be used to identify and measure impact in the summer of 2022. Another strategy we used was to recruit our strongest teachers at every grade level so they could help students reacclimate to the school environment. Social-emotional health was a key focus of the</p>

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
			programming in addition to academic skill development.
Children with Disabilities	Academic Growth	200	<p>In-person ESY was extended to 6 weeks in the summer of 2021 instead of 3 weeks; compensatory education services were offered through teletherapy for speech and language as well as OT. This will continue for the summer of 2022. All students with IEPs were progress monitored to determine mastery towards his or her IEP goals. For example, autistic support students might use the verbal behavior map for progress monitoring purposes. Another strategy we used was to recruit our strongest teachers at every grade level so they could help students reacclimate to the school environment. Social-emotional health was a key focus of the programming in addition to academic skill development. Finally,</p>

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
			the district provided virtual options for enrichment for families who were not ready to send their students back to school.
English Learners	Academic Growth	180	English Learners received extended summer services in addition to what was being provided through other funding. The district offered English Language support for students to participate in the summer school program. Imagine Learning and iLit were used to diagnose skill deficits and language needs for our English Learners.

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

In grades K-2, the summer school program will use the following evidence-based resources: West Virginia Phonics and Open Court Interventions for literacy needs; Imagine Math and Xtra Math for numeracy; Road to Code for STEM; and Second Step for social-emotional learning. Grades 3-5 will implement the following evidence-based resources: West Virginia Phonics and Open Court Interventions for literacy needs; Imagine Math and Xtra Math for numeracy; Engineering by Design for STEM; and Second Step for social-emotional learning. Grades 6-8 will use the following evidence-based resources: Imagine Math for numeracy; Savvas Interventions for literacy; Engineering by Design STEM activities; and Second Step for social-emotional learning. At our secondary level, grades 9-12 will use Edgenuity as a remote learning platform with 144 course options across the content areas for credit recovery. Students will work in the Edgenuity platform in-person while certified teachers are there to

support them.

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
32	Internal Provider	Elementary Teachers
16	Internal Provider	Middle School Teachers
23	Internal Provider	High School Teachers
4	Internal Provider	Elementary Site Coordinators
2	Internal Provider	Middle School Site Coordinators
2	Internal Provider	High School Site Coordinators
1	Internal Provider	District Summer Coordinator (K-12)
14	Internal Provider	Summer Bridge Teachers
2	Internal Provider	Summer Bridge Counselors
1	Internal Provider	Summer Bridge Coordinator



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
Demographic attendance data (for all students)	Daily	90% would participate 90% of the time
Progress Monitoring using Acadience and STAR Reading (K-8)	Beginning of Course compared to BOY for students who attended 90% or more of the program	Higher rate of improvement for students who attended 90% or more of the program
Successful Completion of Edgenuity Course (9-12)	Regular monitoring by in-person teachers	100% of students would complete the courses and earn credits

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

In addition to communication via email or phone calls, there will be regular communication between the teachers and the students' parents using applications like Class Dojo or SeeSaw.

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget

\$558,615.00

Allocation

\$558,615.00

Budget Over(Under) Allocation

\$0.00

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$345,960.00	Summer Programming 22-24
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$212,655.00	Summer Programming 22-24
		\$558,615.00	

Section: Budget - Support and Non-Instructional Expenditures

Support and Non-Instructional Expenditures

Budget

\$558,615.00

Allocation

\$558,615.00

Budget Over(Under) Allocation

\$0.00

Budget Summary

Function	Object	Amount	Description
		\$	
		\$0.00	

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	\$345,960.00	\$212,655.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$558,615.00
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	\$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
	\$345,960.00	\$212,655.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$558,615.00
Approved Indirect Cost/Operational Rate: 0.0483								\$0.00
Final								\$558,615.00