

## 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.

From the beginning of the pandemic, the Lower Dauphin School District has continued to administer both diagnostic and local assessments. In order to monitor the progress of all students and to identify groups of students that have struggled during the shutdown, the shift

in learning models and quarantining/virtual learning, the district has used data collected from a variety of assessments. At the elementary level, monitoring was done with a series of assessments to include local assessments, DIBELs, DRA2 and CDT's. At the elementary level, the data analysis showed that our largest at-risk group, those students from low socio economic background would benefit from a summer reading program to help them maintain reading skills and avoid further learning loss during the summer months. The district will provide a program that targets students from across the district in the current grades of Kindergarten, first and second grade to be invited based on reading needs to participate in a three week summer reading program that will address ELA skills to help those students maintain skills and avoid experiencing a greater learning loss over the summer. Students identified as needing ELL services in the elementary grades will also be invited to this summer program, along with at-risk in-coming Kindergarten students.

**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	112	<p>Students are identified for participation in the summer reading program based on a variety of factors. These can include DRA2 scores for Kindergarten and first grade students, DIBELs scores for first and second grade students, Sight word proficiency for Kindergarten and first grades students and Foundations Unit scores for all three grade levels. Letter sound proficiency would also be considered for Kindergarten students. At the completion of the three weeks of the summer program, student growth would be monitored with DIBELs progress monitoring in first and</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
			second grade and with Sight word proficiency and Letter sounds for the kindergarten students.
English Learners	Academic Growth	10	Students are identified for participation in the summer reading program based on a variety of factors. These can include DRA2 scores for Kindergarten and first grade students, DIBELs scores for first and second grade students, Sight word proficiency for Kindergarten and first grades students and Foundations Unit scores for all three grade levels. Letter sound proficiency would also be considered for Kindergarten students. At the completion of the three weeks of the summer program, student growth would be monitored with DIBELs progress monitoring in first and second grade and with Sight word proficiency and Letter sounds for the kindergarten students. All

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
			elementary ELs would be invited to the summer reading program. The ELD teacher is part of the program and works directly with those students or to support them in the program.

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

The assessments that are used to monitor progress include the DIBEl's NWF, Letter Sounds and DORF. Wilson Foundations lessons are used as part of the summer instruction. This is done to review skills taught at the end of the previous grade level and to preview future instruction. Teachers have also been participating in the LETRS training and will utilize instructional strategies from this training in the summer instruction.

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
15	Internal Provider	The staff will include classroom teachers, aides in the classrooms, a EL teacher, a school counselor and a nurse.



**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
DIBELs Next	End of Program	Depending on the grade level, the students will receive either the NWF, DORF, or Letter Sounds assessment from the DIBELs Next assessment. Scores will be compared to the end of trimester assessments that were used to identify the students for the program. Goals is to see improvement in the assessed area for the students that participated in the program.

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

The summer program is designed to provide a program that engages the students and addresses areas of learning loss while also providing an enjoyable experience for the students. The students are encouraged each afternoon to take home books to read together with their parents. The goal is to develop the joy of reading together and for the parents to be able to provide encouragement to their students. During the last week of the program, the teachers also provide a parent conference. This gives the parents an opportunity to come in and hear about their child's progress and find out what they have been working on over the summer.

**Section: Budget - Instruction Expenditures**

Instruction Expenditures

**Budget**

\$41,317.00

**Allocation**

\$41,317.00

**Budget Over(Under) Allocation**

\$0.00

Budget Summary

Function	Object	Amount	Description
1800 - Pre-K	100 - Salaries	\$24,000.00	Salary for teachers participating the "Jump Start" program for at-risk students entering Kindergarten.
1800 - Pre-K	200 - Benefits	\$6,103.00	Benefits for teachers participating the "Jump Start" program for at-risk students entering Kindergarten.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$8,940.00	Salaries for teachers participating the "Summer Reading" program for at-risk readers entering grades 1-3.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$2,274.00	Benefits for teachers participating the "Summer Reading" program for at-risk readers entering grades 1-3.
		<b>\$41,317.00</b>	





**Section: Budget - Support and Non-Instructional Expenditures**

Support and Non-Instructional Expenditures

**Budget**  
\$41,317.00  
**Allocation**  
\$41,317.00

---

**Budget Over(Under) Allocation**  
\$0.00

Budget Summary

Function	Object	Amount	Description
		\$	
		<b>\$0.00</b>	

**Section: Budget - Budget Summary**  
**BUDGET SUMMARY**

	<b>100 Salaries</b>	<b>200 Benefits</b>	<b>300 Purchased Professional and Technical Services</b>	<b>400 Purchased Property Services</b>	<b>500 Other Purchased Services</b>	<b>600 Supplies 800 Dues and Fees</b>	<b>700 Property</b>	<b>Totals</b>
<b>1000 Instruction</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY</b>	\$8,940.00	\$2,274.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$11,214.00
<b>1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1300 CAREER AND TECHNICAL EDUCATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1400 Other Instructional Programs – Elementary / Secondary</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1600 * ADULT EDUCATION PROGRAMS</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1700 Higher Education Programs</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1800 Pre-K</b>	\$24,000.00	\$6,103.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$30,103.00
<b>2000 SUPPORT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2100 SUPPORT SERVICES – STUDENTS</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2200 Staff Support</b>	\$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
<b>Services</b>								
<b>2300 SUPPORT SERVICES – ADMINISTRATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2400 Health Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2500 Business Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2600 Operation and Maintenance</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2700 Student Transportation</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2800 Central Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3000 OPERATION OF NON-INSTRUCTIONAL SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3100 Food Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3200 Student Activities</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3300 Community Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES</b>	\$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
	\$32,940.00	\$8,377.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$41,317.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$41,317.00