

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.

This past year (Summer 2021), we utilized a tiered approach to targeting students for participation in summer school programming. Tier 3 programming was offered to every student and consisted of weekly math and literacy challenges to engage students at home throughout

the summer, utilizing their school-issued chromebook. Students completed the challenges asynchronously with the goal of countering the summer slide. Students completing the challenges were celebrated and earned rewards for their participation. Our Tier 2 students were identified as needing targeted intervention based on their attendance and Renaissance Star testing in combination with classroom assessments. Students in this group attended Summer learning in person. Our Tier 1 students were identified as needing targeted intervention based on Renaissance Star testing in combination with classroom assessments. These students had been successful with virtual learning and were able to attend virtually. Overall, identifying students for participation in summer programming in this intentional way was successful and we plan to continue doing it this way in the future. The addition of 1:1 technology afforded through our ESSER Funds has made this possible.

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 | 125 | <p>our Summer School program staff have an extremely collaborative and supportive relationship with the schoolday staff at BCS and as a result we have been able to tailor direct academic support for our students that align with their individual academic goals. This involves implementation of a blended learning model that utilizes a combination of tutors, specific instruction and technology driven curriculum to keep our kids on pace academically and provide healthy outlets to engage in meaningful enrichment opportunities.</p> |
| | | | <p>our Summer School program staff have an</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 |
|-----------------------------------|--------------------|---------------------------|--|
| Major Racial and Ethnic Groups | Emotional Wellness | 125 | <p>extremely collaborative and supportive relationship with the schoolday staff at BCS and as a result we have been able to tailor direct academic support for our students that align with their individual academic goals. This involves implementation of a blended learning model that utilizes a combination of tutors, specific instruction and technology driven curriculum to keep our kids on pace academically and provide healthy outlets to engage in meaningful enrichment opportunities.</p> |
| Children from Low-Income Families | Academic Growth | 125 | <p>We have been able to tailor direct academic support for our students that align with their individual academic goals. This involves implementation of a blended learning model that utilizes a combination of tutors, specific instruction and technology driven curriculum to</p> |

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|-----------------------------------|--------------------|---------------------------|---|
| | | | keep our kids on pace academically and provide healthy outlets to engage in meaningful enrichment opportunities. |
| Children from Low-Income Families | Emotional Wellness | 125 | We have been able to tailor direct academic support for our students that align with their individual academic goals. This involves implementation of a blended learning model that utilizes a combination of tutors, specific instruction and technology driven curriculum to keep our kids on pace academically and provide healthy outlets to engage in meaningful enrichment opportunities. |
| | | | Our summer school staff have an extremely collaborative and supportive relationship with the school day staff at BCS and as a result we have been able to tailor direct academic support for our students that align with their individual academic |

| Student Group | Area of Focus | Number of Students Served | Provide specific strategies that were used or will be used to identify and measure impacts |
|------------------------------------|--------------------|---------------------------|---|
| Students Experiencing Homelessness | Academic Growth | 8 | goals. This involves implementation of a blended learning model that utilizes a combination of tutors, specific instruction and technology driven curriculum to keep our kids on pace academically and provide healthy outlets to engage in meaningful enrichment opportunities. |
| Students Experiencing Homelessness | Emotional Wellness | 8 | Our summer school staff have an extremely collaborative and supportive relationship with the school day staff at BCS and as a result we have been able to tailor direct academic support for our students that align with their individual academic goals. This involves implementation of a blended learning model that utilizes a combination of tutors, specific instruction and technology driven curriculum to keep our kids on pace academically and provide healthy outlets to engage in |

| Student Group | Area of Focus | Number of Students Served | Provide specific strategies that were used or will be used to identify and measure impacts |
|----------------------|-----------------|---------------------------|--|
| | | | meaningful enrichment opportunities. |
| Youth in Foster Care | Academic Growth | 2 | Our summer school staff have an extremely collaborative and supportive relationship with the school day staff at BCS and as a result we have been able to tailor direct academic support for our students that align with their individual academic goals. This involves implementation of a blended learning model that utilizes a combination of tutors, specific instruction and technology driven curriculum to keep our kids on pace academically and provide healthy outlets to engage in meaningful enrichment opportunities. |
| | | | Our summer school staff have an extremely collaborative and supportive relationship with the school day staff at BCS and as a result we have been able to tailor direct academic support for our students that align |

| Student Group | Area of Focus | Number of Students Served | Provide specific strategies that were used or will be used to identify and measure impacts |
|----------------------|--------------------|---------------------------|---|
| Youth in Foster Care | Emotional Wellness | 2 | with their individual academic goals. This involves implementation of a blended learning model that utilizes a combination of tutors, specific instruction and technology driven curriculum to keep our kids on pace academically and provide healthy outlets to engage in meaningful enrichment opportunities. |

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

The program's quality measures and benchmarks begin with attendance. The first indicator of quality usually comes to two things: Are the kids coming? Are the kids staying until dismissal? If those two things are happening, academic time continues to become quiet and more focused, free play is focused on fun and engagement, projects are more in depth, thoughtful, and intentional. Our program will also be tracking academic and behavior progress for students during the school year to ensure we are meeting our stated goals of improving their performance during the school day. The method for tracking and collecting data on these measures will be to continue to use the student debrief forms, 21st Century skills rubrics, routine club check ins with evaluation sheet, and attendance. From student voice, staff rubrics, OST leadership pop-ins, and student participation should provide a solid indicator of quality programming. These quality control measures coupled with academic data will provide a clear picture of the impact of our programs.

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 |
|-------------------------|---------------------------|------|
|-------------------------|---------------------------|------|

| Number of Staff Members | Internal/Outside Provider | Role |
|-------------------------|---------------------------|--|
| 1 | Internal Provider | Summer Academic Enrichment Coordinator |
| 15 | Internal Provider | Assistant Enrichment Leaders |
| 5 | Outside Provider | Community Partners |



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 |
|-------------------------------|------------------|--|
| 21st Century skills rubrics | 3 times per year | Students are developing the seven C's: critical thinking; creativity and innovation; collaboration; cross-cultural understanding; communication; computing |
| Student Debrief Forms | 4 times per year | Student feedback is honest, positive, and gives clear indication of success of the program. |
| Star 360 Assessment | 6 times per year | The Star 360 assessment displays growth. |

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

The program's quality measures and benchmarks begin with attendance. The first indicator of quality usually comes to two things: Are the kids coming? Are the kids staying until dismissal? If those two things are happening, academic time continues to become quiet and more focused, free play is focused on fun and engagement, projects are more in depth, thoughtful, and intentional. Our program will also be tracking academic and behavior progress for students during the school day to ensure we are meeting our stated goals of improving their performance during the school day. The method for tracking and collecting data on these measures will be to continue to use the student debrief forms, 21st Century skills rubrics, routine club check ins with evaluation sheet, and attendance. From student voice, staff rubrics, OST leadership pop-ins, and student participation should provide a solid indicator of quality programming. These quality control measures coupled with academic data will provide a clear picture of the impact of our programs.

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget
\$20,947.00
Allocation
\$20,947.00

Budget Over(Under) Allocation
\$0.00

Budget Summary

| Function | Object | Amount | Description |
|----------|--------|---------------|-------------|
| | | \$ | |
| | | \$0.00 | |

Section: Budget - Support and Non-Instructional Expenditures

Support and Non-Instructional Expenditures

Budget
 \$20,947.00
Allocation
 \$20,947.00

Budget Over(Under) Allocation
 \$0.00

Budget Summary

| Function | Object | Amount | Description |
|------------------------------------|----------------|--------------------|--|
| 2100 - SUPPORT SERVICES – STUDENTS | 100 - Salaries | \$15,000.00 | Summer Academic enrichment coordinator Salaries (New Initiative) |
| 2100 - SUPPORT SERVICES – STUDENTS | 600 - Supplies | \$5,947.00 | Summer Academic Enrichment Program Supplies (New Initiative) |
| | | \$20,947.00 | |

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 | \$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 | \$15,000.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$5,947.00 | \$0.00 | \$20,947.00 |
| 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 |
|---|-----------------|-----------------|--|--|------------------------------------|---|-----------------|-------------|
| | \$15,000.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$5,947.00 | \$0.00 | \$20,947.00 |
| Approved Indirect Cost/Operational Rate: 0.0000 | | | | | | | | \$0.00 |
| Final | | | | | | | | \$20,947.00 |