ARP ESSER After School Set Aside - South Middleton SD

Grant Title	Project No.	CFDA No.	Allocation Amount	Award Amount
ESSER Fund (ARP ESSER) 7% Set Asides Consolidated	FA-225-21-0397	TBD	$0.00	$120,885.00

Grant Title	Project No.	CFDA No.	Allocation Amount	Award Amount
ARP ESSER After School Set Aside	FA-225-21-0397	TBD	$17,269.00	$17,269.00

SAP Fund	Budget Period	Cost Center	Internal Order No.	General Ledger	Amount	Difference
8767000796	2021	1633341796	K47021802344	6600300	$17,269.00	$0.00

Grant Title	Project No.	CFDA No.	Allocation Amount	Award Amount
ARP ESSER Summer School Set Aside	FA-225-21-0397	TBD	$17,269.00	$17,269.00

SAP Fund	Budget Period	Cost Center	Internal Order No.	General Ledger	Amount	Difference
8767000795	2021	1633341795	K47021802244	6600300	$17,269.00	$0.00

Grant Title	Project No.	CFDA No.	Allocation Amount	Award Amount
ARP ESSER Learning Loss Set Aside	FA-225-21-0397	TBD	$86,347.00	$86,347.00

SAP Fund	Budget Period	Cost Center	Internal Order No.	General Ledger	Amount	Difference
8767000794	2021	1633341794	K47021802144	6600300	$86,347.00	$0.00

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 Afterschool Programs in Pennsylvania study determined that for every dollar invested in after- 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 to 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.

Needs Assessment: In this section, LEAs are asked to describe the impact of the pandemic on their students, examine disproportionate impacts on specific student groups, and highlight the LEA's promising practices in supporting students' needs since March 2020.

Indicators of Impact

1. Describe how the LEA identified students for inclusion in after-school programming. Include a brief description of the indicators used in the decision-making process.

Analysis of school engagement (i.e., attendance and work completion) and achievement compared between in-person learning days and remote learning days. In addition, analysis of summative assessments were used to compare traditional scores on universal and state assessment pre-COVID and during COVID.

Section: Narratives - After-school Program

After-school Program Questions: In this section, LEAs are asked to describe the activities they have designed to provide after- 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
Students Experiencing Homelessness	Academic Growth	20	Local assessments
Children with Disabilities	Academic Growth	20	Local assessments
Children from Low-Income Families	Academic Growth	25	Local assessments

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

CAOLA courses are adaptable to fit individual student needs. Students can learn at the right pace for them, at the time and place they choose. They use a state-of-the-art curriculum designed to be engaging and fun while targeting multiple learning styles.

4. Describe the staff that will provide the after- school program (i.e., Internal staff or outside resources).

Number of Staff Members	Internal/Outside Provider	Role
5	Internal	Our high school content area teachers

☑

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 after-school program staff hold the appropriate certifications for the program that is being delivered.

5. How will the LEA assess the success of the after-school program? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Percent of students passing the course.	Before and after	Increased number of students passing their courses.

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

Teachers will reach out to the families of students enrolled in the program to ensure they are aware of the progress of their student, and to receive feedback regarding how delivery of service can be improved.

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget

$17,269.00

Allocation

$17,269.00

Budget Over(Under) Allocation

$0.00

Budget Overview

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	$4,173.13	Salaries for teachers
1000 - Instruction	300 - Purchased Professional and Technical Services	$10,000.00	Cost of CAOLA courses
1000 - Instruction	200 - Benefits	$3,095.87	
		$17,269.00	

Section: Budget - Support and Non-Instructional Expenditures

Support and Non-Instructional Expenditures

Budget

$17,269.00

Allocation

$17,269.00

Budget Over(Under) Allocation

$0.00

Budget Overview

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	$4,173.13	$3,095.87	$10,000.00	$0.00	$0.00	$0.00	$0.00	$17,269.00
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	$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
	$4,173.13	$3,095.87	$10,000.00	$0.00	$0.00	$0.00	$0.00	$17,269.00
				Approved Indirect Cost/Operational Rate: 0.0000				$0.00
				Final				$17,269.00

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.

Universal screenings aimed to measure social/emotional wellbeing of students in grades K-12. In grades K-5, the Student Risk Screen Scale is used to report externalizing and internalizing needs based on teacher report in the fall and spring. In 6-12, the mySAEBERS rating scale is

used to indicate students' presentation in terms of school connectedness, risk-taking behaviors, and symptoms associated with anxiety and depression. These are self-reports. Those deemed at-risk have follow-up assessments tailored to individual needs.

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	Emotional Wellness	20	Universal screenings aimed to measure social/emotional wellbeing of students in grades K-12. In grades K-5, the Student Risk Screen Scale is used to report externalizing and internalizing needs based on teacher report in the fall and spring. In 6-12, the mySAEBERS rating scale is used to indicate students' presentation in terms of school connectedness, risk-taking behaviors, and symptoms associated with anxiety and depression. These are self-reports. Those deemed at-risk have follow-up assessments tailored to individual needs.
			Universal screenings

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 with Disabilities	Emotional Wellness	10	aimed to measure social/emotional wellbeing of students in grades K-12. In grades K-5, the Student Risk Screen Scale is used to report externalizing and internalizing needs based on teacher report in the fall and spring. In 6-12, the mySAEBERS rating scale is used to indicate students' presentation in terms of school connectedness, risk-taking behaviors, and symptoms associated with anxiety and depression. These are self-reports. Those deemed at-risk have follow-up assessments tailored to individual needs.

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

The district will take purposeful actions to improve school connectivity over the course of the pandemic through opportunities to engage school personnel outside of the academic year. Evidence based strategies such as Y Try and Experiential Based Opportunities will be the core strategies utilized in our program. Our school counselors, school psychologists, social worker and emotional support teachers who are trained in evidence based strategies that support the emotional health of students will deliver the programming.

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
10	Internal Provider	School counselors, emotional support teachers, learning support teachers, social worker

☑

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
Surveys from students	Pre and post	Increased social emotional health
Rating scales	Pre and Post	Decreased risk factors

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

Families will be invited to attend the program and will be given a survey afterwards to gain their feedback.

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget

$17,269.00

Allocation

$17,269.00

Budget Over(Under) Allocation

$0.00

Budget Summary

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	$9,914.13	Salaries for staff
1000 - Instruction	200 - Benefits	$7,354.87	Benefits for staff
		$17,269.00	

Section: Budget - Support and Non-Instructional Expenditures

Support and Non-Instructional Expenditures

Budget

$17,269.00
Allocation

$17,269.00

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
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1300 CAREER AND TECHNICAL EDUCATION	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
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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
	$9,914.13	$7,354.87	$0.00	$0.00	$0.00	$0.00	$0.00	$17,269.00
				Approved Indirect Cost/Operational Rate: 0.0000				$0.00
				Final				$17,269.00

Section: Narratives - Needs Assessment

Introduction

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 $ 249,848,000 or five percent (5%) of Pennsylvania's ARP Elementary and Secondary School Education Relief (ESSER) State Reserve funds to school districts, charter schools and cyber charter schools (collectively, LEAs) = to implement evidence-based interventions that 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 LEAs, at a minimum, use the funds they are awarded under this subgrant in the following ways: .

Percentage of LEA Allocation - Required Activities

30% - To address the social, emotional and mental health needs of students

10% - To provide professional development and technical assistance to educators, school support staff, school leaders and school health professionals to address the social, emotional and mental health needs of students.

8% - To address reading remediation and improvement for students

The remaining allocation may be used by the LEA to address and/or supplement other areas of learning loss caused by the pandemic.

Act 24 also 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 activities, 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.

Through this grant application, LEAs will meet their requirement of developing a three-part plan, including describing their planned programming, a narrative outlining the expected benefit of each program and activity, as well as an overview of how the LEA determined the areas of need to be addressed, including the use of stakeholder feedback.

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.

Needs Assessment: In this section, LEAs are asked to describe the impact of the pandemic on their

students, examine disproportionate impacts on specific student groups, and highlight the LEA's promising practices in supporting student needs since March 2020.

Indicators of Impact

1. Understanding the Impact of the COVID-19 Pandemic: Describe how the LEA has identified or will identify the extent of the impact of the COVID-19 pandemic on student learning and well-being. Specifically, what methods (i.e., collecting and analyzing data and information from focus groups, surveys, and local assessment results) were used or will be used to identify and measure impacts in four key areas: (1) Social and Emotional Learning, (2) Professional Development needs to support Social and Emotional Learning, (3) Reading Remediation and Improvement for Students, and (4) Other areas of Learning Loss?

	Method used to Understand Each Type of Impact
Social and Emotional Learning	Universal screenings aimed to measure social/emotional wellbeing of students in grades K-12. In grades K-5, the Student Risk Screen Scale is used to report externalizing and internalizing needs based on teacher report in the fall and spring. In 6-12, the mySAEBERS rating scale is used to indicate students' presentation in terms of school connectedness, risk-taking behaviors, and symptoms associated with anxiety and depression. These are self-reports. Those deemed at-risk have follow-up assessments tailored to individual needs.
Professional Development for Social and Emotional Learning	A survey will be developed, administered and analyzed to gain insight regarding our staff's perception and knowledge of social emotional learning.
Reading Remediation and Improvement for Students	The analysis of universal screeners and local assessment results clearly show that our students are lacking in core foundational phonics skills which need to be addressed through a consistently delivered evidence based, systematic phonics program.
Other Learning Loss	N/A

Documenting Disproportionate Impacts

2. Identify the student groups in the LEA that faced particularly significant impacts from the pandemic in the areas of Social and Emotional Learning, Reading Remediation and Improvement, or any other areas of learning loss that the LEA will address with this funding source. For each, provide specific strategies that were used or will be used to identify and measure impacts.

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Children with Disabilities	Reading Remediation and Improvement	Local assessments, state assessments, universal screeners, progress monitoring on IEP goals
English Learners	Reading Remediation and Improvement	Local assessments, state assessments, universal screeners,ACCESS scores
Children from Low-Income Families	Reading Remediation and Improvement	Local assessments, state assessments, universal screeners, diagnostic assessments
Children with Disabilities	Social and Emotional Learning	Universal screeners, discipinary referrals, attendance rates
English Learners	Social and Emotional Learning	Universal screeners, discipinary referrals, attendance rates
Children from Low-Income Families	Social and Emotional Learning	Universal screeners, discipinary referrals, attendance rates

Section: Narratives - Learning Loss Program Questions

Learning Loss Program Questions: In this section, LEAs are asked to describe the activities they have designed to support accelerated learning to combat learning loss caused by the COVID-19 pandemic for their students. Please use the following link to ensure that your calculated values below are equal to the values published on PDE's website. The file contains your LEA's MINIMUM required reserves for Learning Loss to address SEL, SEL PD, and Reading Improvement. Click to download reserve amounts.

*LEA's can choose to spend MORE than the minimum required reserves for Learning Loss. Those values will be entered in the budget sections.

Section 3a – Social and Emotional Learning: As schools across the Commonwealth return to school, LEAs face increased challenges in addressing the mental health needs of their students and staff. LEAs are required to utilize **A MINIMUM of THIRTY PERCENT (30%)** of funding available through this grant application to support the Social and Emotional Learning of their students. In this section, LEAs are asked to describe the activities they have designed to address these needs. Please reference the SEL framework to assist in developing this plan.

3. Calculate 30% of LEA Allocation as the **MINIMUM REQUIRED RESERVE** for Social and Emotional Learning. (Calculation will populate when you click the Save button)

   - This value will be needed in the corresponding budget section.

	Total LEA Allocation	Multiply by 30% (.30)	Minimum Allocation for SEL
Minimum 30% SEL Requirement	86,347	30%	25,904

4. Describe the data sources the LEA is using to identify social and emotional needs of students and identify areas of strength and concerns in the learning environment.

Universal screenings aimed to measure social/emotional wellbeing of students in grades K-12. In grades K-5, the Student Risk Screen Scale is used to report externalizing and internalizing needs based on teacher report in the fall and spring. In 6-12, the mySAEBERS rating scale is used to indicate students' presentation in terms of school connectedness, risk-taking behaviors, and symptoms associated with anxiety and depression. These are self-reports. Those deemed at-risk have follow-up assessments tailored to individual needs.

5. Program/Activities – Please describe the planned program activities and identify the type of activity and the number of students to be served by that activity.

Program Activity	Student Group	Type (Universal, Targeted, Intensive)	Number of Students Served
Core Character Education Program	Children from Low-Income Families	Universal	375
Core Character Education Program	English Learners	Universal	60
Core Character Education Program	Children from Low-Income Families	Universal	610

6. How will the LEA assess the success of the SEL program? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
SRSS	2 times per year	Decreased risk factors

Section 3b – Social and Emotional Learning Professional Development: LEAs face increased challenges in addressing the mental health needs of their students and staff. LEAs are required to utilize **A MINIMUM OF TEN PERCENT (10%)** of funding available through this grant application to support professional development activities and technical assistance for educators, school support staff, school leaders and school health professionals to address the social, emotional and mental health needs of students. In this section, LEAs are asked to describe the activities they have designed to address these needs.

7. Calculate 10% of LEA Allocation as the **MINIMUM REQUIRED RESERVE** for Social and Emotional Learning Professional Development. (Calculation will populate when you click the Save button)

- This value will be needed in the corresponding budget section.

	Total LEA Allocation	Multiply by 10% (.10)	Minimum Allocation for SEL PD
Minimum 10% SEL PD	86,347	10%	8,635

	Total LEA Allocation	Multiply by 10% (.10)	Minimum Allocation for SEL PD
Requirement			

8. Describe the planned professional development activities and how the activity will ensure that teachers/staff are equipped with training/support on the following:
   a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;
   b. Identifying signs of possible mental health issues and providing culturally relevant support;
   c. Motivating students that have been disengaged;
   d. Mentoring students who have attendance issues before it becomes a pattern;
   e. Self-care and mindfulness strategies for teachers;
   f. Engaging and communicating effectively with parents;
   g. Working with community agencies to address non-academic needs.

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
b. Identifying signs of possible mental health issues and providing culturally relevant support;	155	Teacher	SEL expert	External Contractor	Staff will receive professional development in the delivery of an evidence based social emotional learning program.

9. How will the LEA assess the success of the SEL professional development? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
SRSS	Twice per year	Decreased risk factors among students

Section 3c - Reading Improvement for Students:

LEA allocations in Reading improvement should be used to increase the best practice in the implementation of research-based reading instruction and acceleration. As schools are planning the most effective use for this 8% set aside for reading instruction and acceleration, they should contemplate the use of structured literacy (also known as Science of Literacy) to develop reading instruction and remediation. Please reference the Structured Literacy framework to assist in developing this plan LINK NEEDED

LEAs are required to utilize **A MINIMUM of EIGHT PERCENT (8%)** of their ARP-ESSER allocation for research-based reading instruction. In this section, describe the course of action to remediate and improve reading gaps through research-based practices.

10. Calculate 8% of LEA Allocation as the **MINIMUM REQUIRED RESERVE** for Reading Improvement for Students. (Calculation will populate when you click the Save button)

    - This value will be needed in the corresponding budget section.

	Total LEA Allocation	Multiply by 8% (.08)	Minimum Allocation for Reading Improvement
Minimum 8% Reading Improvement Requirement	86,347	8%	6,908

11. What local assessments were used to determine the need to address learning loss in the area of reading? For which specific groups of students was this need evidenced? What were the findings?

Easy CBM, iReady, 95% Group

12. Does your data indicate that at-risk readers are making at least a year's worth of growth or more in one school year? *Please consider both state PVAAS data and local assessment data

No

Please explain:

Our data shows that our students are not all making a year's worth of growth or more in one school year.

13. Has the LEA used structured literacy and/or provided training for K-4, ESL, and Special Education teachers in structured literacy?

No

If so, please identify the training, grade level, and number of teachers involved.

Training	Grade Level / ESL / Special Education	Number of Teachers Trained

14. Describe the evidence-based instructional intervention(s) that address the identified needs of students most disproportionately impacted.

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Systematic Phonics Instruction	English Learners	20	Systematic phonics instruction
Systematic Phonics Instruction	Children from Low-Income Families	100	Systematic phonics instruction
Systematic Phonics Instruction	Children with Disabilities	70	Systematic phonics instruction

15. How will the LEA assess the success of the literacy program? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Easy CBM	3 times per year	Students are able to read at grade level

Section 3d - Other Learning Loss Activities: LEAs are permitted to utilize the remainder of their allocation to support and/or supplement additional efforts being implemented to combat learning loss caused by the COVID-19 pandemic. Please use this section to describe those efforts.

*This value can be **UP TO 52%** of the total allocation, if minimum values were used for other

reserves.

16. Calculate 52% of the remaining LEA Allocation **AS A MAXIMUM** amount to fund Other Learning Loss Activities. (Calculation will populate when you click the Save button)

	Total LEA Allocation	Multiply by 52% (.52)	Maximum Allocation for Other Learning Loss Activities
52% Other Learning Loss Activities		52%	0

17. Describe the evidence-based instructional intervention(s) that address the identified needs of students most disproportionately impacted.

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention

18. How will the LEA assess the success of the learning loss activities? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

$86,347.00
Allocation

$86,347.00

Budget Over(Under) Allocation

$0.00

Enter your calculated value for the 30% Social and Emotional Learning set aside requirement. (Round Up to the whole dollar)

25,904

Budget Summary

Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	$5,904.00	Character Education program
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	$20,000.00	Technology to link families to mental health supports
		$25,904.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

$86,347.00

Allocation

$86,347.00

Budget Over(Under) Allocation

$0.00

Enter your calculated value for the 10% Social and Emotional Learning Professional Development set aside requirement. (Round Up to the whole dollar)

8,635

Budget Summary

Function	Object	Amount	Description
1000 - Instruction	300 - Purchased Professional and Technical Services	$15,255.00	Cost of presenter for Character Education program
1000 - Instruction	100 - Salaries	$26,280.00	Cost to pay teachers to attend training outside of contracted day
1000 - Instruction	200 - Benefits	$12,000.00	Cost to pay for benefits of teachers who attend training outside of contracted day
		$53,535.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

$86,347.00
Allocation

$86,347.00

Budget Over(Under) Allocation

$0.00

Enter your calculated value for the 8% Reading Improvement set aside requirement. (Round Up to the whole dollar)

6,908

Budget Summary

Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	$6,908.00	Systematic phonics program
		$6,908.00	

Section: Budget - Other Learning Loss Expenditures

Learning Loss Budget

Calculate the remaining LEA Allocation amount to fund Other Learning Loss Activities. Please enter **Budget Totals** from the **SEL, SEL PD, and Reading Improvement budget sections** to determine what funds are remaining for Other Learning Loss Activities. Click Save to calculate the value, and then this budget section Total should be equal this amount. (Calculation will populate when you click the Save button)

	Total LEA Allocation	30% SEL Budgeted Value	10% SEL PD Budgeted Value	8% Reading Improvement Budgeted Value	Remaining Allocation for Other Learning Loss Activities
Other Learning Loss Activities Amount					0

Learning Loss Expenditures

Budget

$86,347.00
Allocation

$86,347.00

Budget Over(Under) Allocation

$0.00

Budget Overview

Function	Object	Amount	Description
		$	
		$0.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

$86,347.00

Allocation

$86,347.00

Budget Over(Under) Allocation

$0.00

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	$26,280.00	$12,000.00	$15,255.00	$0.00	$0.00	$12,812.00	$0.00	$66,347.00
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								

	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
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	$20,000.00	$0.00	$0.00	$0.00	$0.00	$20,000.00
2200 Staff Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
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

	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
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
	$26,280.00	$12,000.00	$35,255.00	$0.00	$0.00	$12,812.00	$0.00	$86,347.00
				Approved Indirect Cost/Operational Rate: 0.0000				$0.00
							Final	$86,347.00