

LEA ARP ESSER Summer School Set Aside Application

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 to PSAYDN.org](https://www.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 summer school programming. Include a brief description of the indicators used in the decision-making process.

SGCS utilizes local benchmark data comprised of standardized and non-standardized tools to collect data regarding student’s literacy and math knowledge, achievement, and deficits. Students who score 25% or lower for grade level benchmarks will be the first priority subgroup targeted to receive summer instruction. Thereafter, any remaining seats will target students in the 26%-50% achievement level.

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 with Disabilities	Academic Growth	12	Students will receive 16, 1 hr sessions of small group core content instruction by certified teachers for a period of 4 weeks. Progress monitoring data will be used at the beginning, midpoint and conclusion of the summer program to measure impact of instruction.
Children from Low-Income Families	Academic Growth	80	Students will receive 16, 1 hr sessions of small group core content instruction by certified teachers for a period of 4 weeks. Progress monitoring data will be used at the beginning, midpoint and conclusion of the summer program to measure impact of instruction.
English Learners	Academic Growth	8	Students will receive 16, 1 hr sessions of small group core content instruction by certified teachers for a period of 4 weeks. Progress monitoring data will

			be used at the beginning, midpoint and conclusion of the summer program to measure impact of instruction.
Choose an item.	Choose an item.		
Choose an item.	Choose an item.		
Choose an item.	Choose an item.		

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

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| <ul style="list-style-type: none"> · Literacy Instructional Practices: <ul style="list-style-type: none"> · Phonemic Awareness-small group skill focused instruction; (eg Phonics They Need to Succeed, Heggerty ; Letterland, Sadlier Phonics) · Systematic Phonics Instruction- small group skill focused instruction;(eg Phonics They Need to Succeed Primary Extension, Heggerty; Letterland, Sadlier Phonics) · Fluency- Fry's word lists by Grade level and leveled fluency passages · Vocabulary- small group instruction and word study · Comprehension- small group skill focused instruction · Math: <ul style="list-style-type: none"> · Number Sense- small group skill focused instruction using Bridges in Mathematics grade level and intervention resources. · Fact Fluency- small group skill focused instruction using Bridges in Mathematics grade level and intervention resources · Vocabulary and comprehension related to solving mathematical problems.- small group skill focused instruction using Bridges in Mathematics grade level and intervention resources. |
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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
3	Internal	Primary Grade Instructor
3	Internal	Intermediate Grade Instructor
1	Internal	Interventionist
	Choose an item.	
	Choose an item.	

- 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.

