

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.

The Primary Summer Bridge Academy is designed to provide school-readiness opportunities to all incoming kindergarten students and identified 1st grade students to facilitate the transition to full-time in-person instruction prior to the beginning of the school year. Data from

SY 2021-2022 kindergarten universal screeners showed that the incoming kindergarten students were academically less prepared for school than in years previous to the mandated COVID-19 school and pre-K program closures. Currently, a majority of our K-1 students have participated in one year or less of a formal pre-K program. Analysis of first quarter school/ learning environment observational data and MTSS primary grade-level meeting discussions, limited experience in structured academic or social activities outside of the family due to COVID-19 have left the majority of our incoming kindergarten and first grade students significantly behind cohorts of the same grades prior to COVID-19 health and safety closures. Lack of these prior experiences before starting in-person schooling has resulted in reduced levels of school preparedness including, but not limited to a reduced capacity for positive interactions with peers and/ or non-related adults; reduced ability to focus and persist at tasks perceived by the student as less desirable or difficult; what would have previously been deemed "developmentally appropriate" social and emotional skills. Sylvan Heights Science CS staff have used multiple means to determine students who would be best served with the Primary Summer Bridge Academy and intend to offer this program to all incoming kindergarten students; first grade students will be selected for participation based on student data (i.e. academic, behavioral, attendance, etc.), school readiness deficits in one or more areas listed previously; or instructional staff and/ or school leadership referral.

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	150	School Readiness Academy consisting of five (5) half days; 1 hour of each day will consist of school readiness SEL activities.
Children from Low-Income Families	Academic Growth	150	School Readiness Academy consisting of five (5) half days; 1 hour of each day will consist of school readiness academic activities.

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

Classroom teachers of the primary grade classrooms will utilize the evidence-based resources for SEL reading readiness used during the school year which may include, but not be limited to 95% group, evidence-based SEL program (i.e. Responsive Classroom/ Restorative Practices/ Adventure-based or similar) resources to include, but not be limited to cooperative games, student workbooks, etc.

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
4	Internal Provider	Classroom Teachers- provide academic and SEL instruction
2	Internal Provider	Building aide - assist with non-instructional duties pertaining to program implementation
1	Internal Provider	Custodial staff- ensure cleanliness of areas used by the program



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

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

Sylvan Heights will promote the School Readiness Academy via digital and hard-copy communication to all incoming kindergarten families as part of the application and intake process. The school will communicate with families of identified rising first grade students regarding program eligibility and availability to register. Initial registration commitment date will be June 1st of the program year; final confirmation will be July 15th of the program year. Families of newly enrolled eligible students will be invited to tour the classrooms and meet the teacher following the first day of the program following the school's COVID-19 health and

safety plan.

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget

\$14,230.00

Allocation

\$14,230.00

Budget Over(Under) Allocation

\$0.00

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$4,500.00	Staff stipends for non-instructional staff to support the preparation and delivery of the School Readiness Academy:- Building Aides/Instructional Assistants (2)- Custodial Staff (1 staff)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$730.00	Consumable and non-consumable materials and supplies to support SEL and academic reading readiness instruction (i.e. workbooks, folders, at-home school supplies, backpack, lunch bag, etc.)
			Staff stipends for the following:- Instructional

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$9,000.00	staff (4) for the preparation of student materials and delivery of the School Readiness Academy.- Program Coordinator (1 staff)
		\$14,230.00	

Section: Budget - Support and Non-Instructional Expenditures

Support and Non-Instructional Expenditures

Budget

\$14,230.00

Allocation

\$14,230.00

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	\$13,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$730.00	\$0.00	\$14,230.00
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

Project #: FA-225-21-0823
 Agency: Sylvan Heights Science CS
 AUN: 115223050
 Grant Content Report

	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

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	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
	\$13,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$730.00	\$0.00	\$14,230.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$14,230.00