

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](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](#).

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.

Reading School District will be offering summer school in a tiered approach for students in K-12 in response to the academic, social, emotional and mental health needs of students. All students in K - 8 will be offered academic programs in a camp-like setting which will be offered

to all students. However, students identified through the MTSS in Tier II and III and students at risk of retention will receive a targeted invitation to attend. Students participating in special services such as English learners, Special Education, homeless, foster care, etc. are also given targeted invitations. In grades 9-12, the focus will be on credit recovery as well as students accessing the enrichment programs. RSD also offers a program for students entering Kindergarten who have not had any prior schooling or daycare experience. The focus is to prepare students for school by focusing on routines, expectations and experiences of what occurs in a school day. Teachers will also focus on identifying names, phonological awareness and interactive read-alouds. Our English Language Learners that are identified as Newcomers and/or Students with Interrupted Education (SIFE) receive additional language support during the summer program by an instructor with the ESL endorsement. The District will be exploring options for K-12 dual language programs as well as for language institutes where students in grades K-8 can be introduced to a second language or build literacy skills in their heritage language.

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.

- 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	Emotional Wellness	350	Students entering Kindergarten without prior schooling or daycare experience will receive school readiness and transition support as well as pre-reading and numeracy skills. Impact will be measured through Beginning of the Year Acadience.
Children from Low-Income Families	Emotional Wellness	400	Students entering Kindergarten without prior schooling or daycare experience will receive school readiness and transition support as well as pre-reading and numeracy skills. Impact will be measured through Beginning of the Year Acadience.
			Students entering

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
English Learners	Emotional Wellness	100	Kindergarten without prior schooling or daycare experience will receive school readiness and transition support as well as pre-reading and numeracy skills. Impact will be measured through Beginning of the Year Acadience.
Major Racial and Ethnic Groups	Academic Growth	10,000	Tier II and III students in MTSS will be identified to attend the summer program. Acadience, Reading Inventory and Math Inventory will be utilized to measure the impact of the program by using the End of the Year data with the Beginning of the Year data.
Children from Low-Income Families	Academic Growth	10,000	Tier II and III students in MTSS will be identified to attend the summer program. Acadience, Reading Inventory and Math Inventory will be utilized to measure the impact of the program by using the End of the Year data with the Beginning of the Year data.

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	1,000	Tier II and III students in MTSS will be identified to attend the summer program. Acadience, Reading Inventory and Math Inventory will be utilized to measure the impact of the program by using the End of the Year data with the Beginning of the Year data.
English Learners	Academic Growth	2,000	Tier II and III students in MTSS will be identified to attend the summer program. Acadience, Reading Inventory and Math Inventory will be utilized to measure the impact of the program by using the End of the Year data with the Beginning of the Year data.
Students Experiencing Homelessness	Academic Growth	500	Tier II and III students in MTSS will be identified to attend the summer program. Acadience, Reading Inventory and Math Inventory will be utilized to measure the impact of the program by using the End of the Year data with the Beginning of the Year data.

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
Migrant Students	Academic Growth	600	Tier II and III students in MTSS will be identified to attend the summer program. Acadience, Reading Inventory and Math Inventory will be utilized to measure the impact of the program by using the End of the Year data with the Beginning of the Year data.
Youth in Foster Care	Academic Growth	50	Tier II and III students in MTSS will be identified to attend the summer program. Acadience, Reading Inventory and Math Inventory will be utilized to measure the impact of the program by using the End of the Year data with the Beginning of the Year data.
Major Racial and Ethnic Groups	Academic Growth	950	High school students unable to pass to the next grade level due to lack of credits will be eligible for credit recovery summer program. Course grades will be utilized to measure the impact.
			High school students

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	1,000	unable to pass to the next grade level due to lack of credits will be eligible for credit recovery summer program. Course grades will be utilized to measure the impact.
Children with Disabilities	Academic Growth	180	High school students unable to pass to the next grade level due to lack of credits will be eligible for credit recovery summer program. Course grades will be utilized to measure the impact.
English Learners	Academic Growth	250	High school students unable to pass to the next grade level due to lack of credits will be eligible for credit recovery summer program. Course grades will be utilized to measure the impact.
Migrant Students	Academic Growth	100	High school students unable to pass to the next grade level due to lack of credits will be eligible for credit recovery summer program. Course grades will be utilized to measure the impact.
			High school students

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	50	unable to pass to the next grade level due to lack of credits will be eligible for credit recovery summer program. Course grades will be utilized to measure the impact.
Youth in Foster Care	Academic Growth	20	High school students unable to pass to the next grade level due to lack of credits will be eligible for credit recovery summer program. Course grades will be utilized to measure the impact.
Major Racial and Ethnic Groups	Emotional Wellness	10,000	Students will be invited to attend in-person theme based programs to re-engage students to include SEL lessons. Attendance will be utilized to measure impact.
Children from Low-Income Families	Emotional Wellness	9,800	Students will be invited to attend in-person theme based programs to re-engage students to include SEL lessons. Attendance will be utilized to measure impact.
			Students will be invited

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	1,800	to attend in-person theme based programs to re-engage students to include SEL lessons. Attendance will be utilized to measure impact.
English Learners	Emotional Wellness	2,500	Students will be invited to attend in-person theme based programs to re-engage students to include SEL lessons. Attendance will be utilized to measure impact.
Students Experiencing Homelessness	Emotional Wellness	500	Students will be invited to attend in-person theme based programs to re-engage students to include SEL lessons. Attendance will be utilized to measure impact.
Youth in Foster Care	Emotional Wellness	50	Students will be invited to attend in-person theme based programs to re-engage students to include SEL lessons. Attendance will be utilized to measure impact.
			Students enrolled 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
English Learners	Academic Growth	500	the United States after 8/24/2020 will receive programming. Language proficiency growth will be used to measure impact.

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

Resources utilized in summer programming will include: 95% Group Intervention materials (PASI, PSA, Multisyllabic Routines, Comprehension Routines, Summer Booster Kits), Read 180, Math 180, Language Power, Hands of English, Grapeseed, McGraw-Hill Wonders, Maravillas, Edgenuity and Second Step.

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
50	Internal Provider	ESL-endorsed teachers to provide targeted ELD instructional services to Newcomers and SIFEs.
19	Internal Provider	Parent Outreach Assistants to assist with bilingual communication and family engagement.
50	Internal Provider	Bilingual Paraprofessionals to provide academic and native language support to students who require extra attention.
		K-4 certified teachers to

Number of Staff Members	Internal/Outside Provider	Role
200	Internal Provider	provide instructional services to students at the elementary level.
200	Internal Provider	Mid-level or secondary level certified teachers to provide instructional services to students at the middle school level.
100	Internal Provider	Secondary certified teachers to provide instructional services to students at the high school level.
4	Internal Provider	Certified school nurses to provide health services across the various summer school sites.
100	Outside Provider	In the event that the district is unable to recruit sufficient staff to fill all the needed summer school positions, outside contractors will be brought in to fill positions.



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
Acadience	twice	Students will show growth from the beginning of the program to the end of the program.
Attendance	weekly	Students will have a 80% attendance rate.
Edgenuity course passing rate	end of course grade	Students will have a passing grade.
Reading Inventory	twice	Students will show growth from the beginning of the program to the end of the program.
WIDA ACCESS	annually	English learners will meet or exceed their annual English proficiency growth goal.

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

Reading School District will hold a parent engagement event for families at the end of the Kindergarten Bootcamp. This activity will review the expectations of kindergarten and provide the parents a take home activity kit to work with their children on kindergarten skills. Each building will hold a parent engagement activity to showcase the themes and also the academic activities occurring during summer school programming. There will also be an opportunity for parents to learn how to assist their children in the home with academics. In addition, the District will invite targeted groups of parents to participate in adult ESL and/or literacy classes while their children are in summer school. Child care services may be provided, if needed, so that parents can participate in those programs.

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget

\$1,161,717.00

Allocation

\$1,161,717.00

Budget Over(Under) Allocation

\$0.00

Budget Summary

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$600,000.00	Summer School Programming Wages for Teachers, Paraprofessional and other support Staff
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$163,440.00	Summer School Programming Benefits for Teachers, Paraprofessional and other support Staff
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	\$208,277.00	Summer School Programming Supplies
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	\$40,000.00	PPE Supplies
1400 - Other Instructional Programs – Elementary / Secondary	300 - Purchased Professional and Technical Services	\$100,000.00	Themed programs with outside entities and Community partners

		\$1,111,717.00	
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Section: Budget - Support and Non-Instructional Expenditures

Support and Non-Instructional Expenditures

Budget

\$1,161,717.00

Allocation

\$1,161,717.00

Budget Over(Under) Allocation

\$0.00

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$10,000.00	Purchased Professional Development
2700 - Student Transportation	500 - Other Purchased Services	\$40,000.00	Transportation
		\$50,000.00	

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	\$600,000.00	\$163,440.00	\$100,000.00	\$0.00	\$0.00	\$248,277.00	\$0.00	\$1,111,717.00
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	\$10,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,000.00

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Agency: Reading SD
AUN: 114067002
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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
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	\$40,000.00	\$0.00	\$0.00	\$40,000.00
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
	\$600,000.00	\$163,440.00	\$110,000.00	\$0.00	\$40,000.00	\$248,277.00	\$0.00	\$1,161,717.00
				Approved Indirect Cost/Operational Rate: 0.0800				\$0.00
								Final \$1,161,717.00