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## Grant Project Detail

**Grant Title:**

ARP ESSER Learning Loss Set Aside

**Agency:**

Carbondale Area SD

**Project No:**

FA-225-21-0062

**Type:**

Original Application

**Total Allocation:**

\$322,786.00

[\(/GrantsManagement/ProjectAllocationDetail?grantProjectID=147135\)](#)

**Award Amount:**

\$322,786.00

**Awarded Date:**

**Awarded Status:**

**Workflow Step:**

Receipt / Verification

**Status:**

Completed

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### Instructions

Received by Division of Federal Programs. Consolidated application must be submitted in addition to subprograms. Contact Federal Programs if the application needs to be reopened

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- ✓ Social and Emotional Learning Professional Development Budget
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Authorized Signoff

Funding Accountability and Transparency Data

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## **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
<b>Social and Emotional Learning</b>	Method 1. Implement Regular Class MeetingsRegular class meetings which allow students and their teachers to meet face-to-face to discuss challenges promote responsibility and thoughtfulness in students. The District will use YOGA West as a partner to assist in this process.Method 2. Use Conflict Resolution to Teach Problem-Solving SkillsHaving a protocol that students can use to guide discussions about interpersonal conflict helps students handle disagreements in positive ways.Method 3. Build Emotional Support and Conections in the studentsWe can also build support for children through our interactions with them. The District often due to high poverty of the families is the best provider of social and emotional support for its students.
<b>Professional Development for Social and Emotional Learning</b>	The District has in the grant \$52,100 for professional development for comprehensive implementation of the package, enhanced planning and instruction for students with special needs and English Learner language learners.
<b>Reading Remediation and Improvement for Students</b>	The District will purchase a CKLA Reading series from Amplify Education to improve reading skills lost during the pandemic. District Administration feels that this reading series meets the needs of the student population of the District with its high poverty population.
<b>Other Learning Loss</b>	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.

		<b>Provide specific strategies</b>
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Student Group	Area of Impact	that were used or will be used to identify and measure impacts
Children from Low-Income Families	Social and Emotional Learning	Tutoring,summer school and after school programs during the school year.

## 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
<b>Minimum 30% SEL Requirement</b>	322,786	30%	96,836

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.

The District will use a universal screener for social-emotional needs called The PASS. Our MTSS and PASS team will break down the data and align the interventions based on students needs. Professional development will be provided to the staff and families to address any concerns they may have. We will also use our attendance and discipline data for the students who are receiving yoga and mindfulness intervention.

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
YOGA WEST	Children from Low-Income Families	Universal	425
YOGA WEST	Children with Disabilities	Universal	150
YOGA WEST	English Learners	Universal	10

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
Trauma-Informed Yoga Curriculum	Weekly and Monthly	Decrease in discipline referrals and increase in attendance
Student Mindfulness Sessions	Daily	Improvement in school culture
PASS Screener	Twice a year	Student centered specific interventions
PBIS	Daily	Universal Tiers to support all students and assist with staff implementation
Writing Courses	Weekly	Journaling- Assists with student cognitive function and regulation
Calm Corners	As Needed	Decrease in escalated behaviors

**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 Requirement	322,786	10%	32,279

8. Describe the planned professional development activities and how the activity will ensure that teachers/staff are equipped with training/support on the following:
- Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;
  - Identifying signs of possible mental health issues and providing culturally relevant support;
  - Motivating students that have been disengaged;
  - Mentoring students who have attendance issues before it becomes a pattern;
  - Self-care and mindfulness strategies for teachers;
  - Engaging and communicating effectively with parents;
  - 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
e. Self-care and mindfulness strategies for teachers;	90	Teacher	Principal	Internal Staff	Staff Goals and Professional Development Opportunities
f. Engaging and communicating effectively with	840	Admin	Principal	Internal Staff	PTA and Parent and Family Engagement



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
parents;					Activities
g. Working with community agencies to address non-academic needs.	125	Counselor		Internal Staff	Work with Outreach, Head Start and NEIU19
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	900	Teacher	Pass	External Contractor	PASS SEL Screener and Interventions

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
Internal Data	Quarterly	Improvement in school culture, behavior and interventions
Implementation of techniques	Daily	Daily Observations, Interventions etc...
Attendance Data	Daily	Increased Attendance

### **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	322,786	8%	25,823

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?

Student Dibels Assessments Academic Grade Level Baselines Class formative and summative assessments After-school tutoring participation and data

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

Yes

Please explain:

Our goal is for the majority of students top be at grade level We will monitor growth frequently and track to address specific learning deficits

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

teachers in structured literacy?

Yes

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

Training	Grade Level / ESL / Special Education	Number of Teachers Trained
Science of Reading PD Session	PK-6th	60

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
FAR Screener	Children from Low-Income Families	12	FAR Screener to pinpoint specific learning deficits
Wilson	Children from Low-Income Families	12	Wilson intervention
WIN Time	Children from Low-Income Families	750	Daily ability grouped intervention period
CKLA Reading Series	Children from Low-Income Families	750	Reading series aligned to specific interventions and student classification
Heggerty	Children from Low-Income Families	525	Reading Intervention for the classrooms PK to 3rd
ELA Coach Books	Children from Low-Income Families	335	Grades 3-6 Standards and anchor specific intervention booklets

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
Observations	Twice a year	Increased test scores
Acadience Dibels Data	3 Times a year	Increased test scores
Classroom Assessments	Weekly	Increased test scores and better classroom behavior
Parent & Family Attendance	Monthly	Increased parent engagement in the students academic life

**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
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After-School Tutoring	Children from Low-Income Families	40	After-school sessions aligned to individual student needs
WIN Time	Children from Low-Income Families	750	Classroom ability grouped interventions
Student Literature	Children from Low-Income Families	750	Student specific literature to meet their individual needs- Decodables, vocabulary, sound/letter identification
Wilson	Children from Low-Income Families	12	Wilson 1 on 1 Tutoring

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
Student Specific Data	Weekly	Increased Performance
Attendance Data	Daily	Increased attendance
Classroom Observations	Quarterly	Clear objectives and differentiated instruction

**Section: Budget - Social and Emotional Learning Budget**

Social and Emotional Learning Budget

**Budget**

\$322,786.00

**Allocation**

\$322,786.00

**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)

96,836

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$225,950.00	The District will purchase a new book series to make up for lost instructional time due to the pandemic from Amplify Education.
		<b>\$225,950.00</b>	



**Section: Budget - Social and Emotional Learning Professional Development Budget**

Social and Emotional Learning Professional Development Budget

**Budget**

\$322,786.00

**Allocation**

\$322,786.00

**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)

52,100

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$52,100.00	Prof development for new reading series.
		<b>\$52,100.00</b>	

**Section: Budget - Reading Improvement Budget**

Reading Improvement Budget

**Budget**

\$322,786.00

**Allocation**

\$322,786.00

**Budget Over(Under) Allocation**

\$0.00

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

25,823

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$35,100.00	Yoga West to provide elementary students Grade 4-6 and Carbondale Elementary Special Education students physical therapy and other services.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$9,636.00	High Learning tables for indoor and outdoor use to specialize in Social and Emotional learning to promote safe learning.
		<b>\$44,736.00</b>	

## 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

\$322,786.00

#### Allocation

\$322,786.00

#### Budget Over(Under) Allocation

\$0.00

### Budget Overview

Function	Object	Amount	Description
		\$	
		\$0.00	

**Section: Budget - Budget Summary**

**BUDGET OVERVIEW**

**Budget**

\$322,786.00

**Allocation**

\$322,786.00

**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	\$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	\$87,200.00	\$0.00	\$0.00	\$235,586.00	\$0.00	\$322,786.00
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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
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
	\$0.00	\$0.00	\$87,200.00	\$0.00	\$0.00	\$235,586.00	\$0.00	\$322,786.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$322,786.00