

Grant Title:

ESSER Fund (ARP ESSER) 7% Set Asides Consolidated

Agency:

Conemaugh Township Area SD

Project No:

FA-225-21-0094

Type:

Original Application

Total Allocation:

\$84,950.00

Award Amount:

\$84,950.00

Awarded Date:

3/13/2020

Awarded Status:

Substantially Approved

Workflow Step:

DFP Approval Complete

Status:

Completed

Actions...

Section: Program Funding Description	Status: Complete
Group:	Agency: Conemaugh Township Area SD
<p>Program Funding Description</p> <p>* Describe how the LEA will use program funding to accelerate learning. How will the use of these funds be integrated with funding received from other ARP-ESSER Learning Loss funds (including original ARP-ESSER funding and other programs involved in this application)</p>	

The CTASD will use Link It and other forms of assessment data to determine areas of need for our students. This information will be used to address before and after school tutoring for those in need. Delays in fine motor skills assessed by OT with support provided through pull-out and push-in programs. Social/emotional needs will be addressed through our REACH Counselors. Summer enrichment funds will be used to staff the Districts Summer Kindergarten and Kindergarten to First Grade readiness programs. Afterschool programs will be addressed through tutoring during the 2021-22, 2022-23, 2023-24 school years. Reading Support will be addressed in grades K-3 through the implementation of the Heggerty Phonics curriculum.

Message Board

Author	Message	Type	Date
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Grant Title:

ARP ESSER After School Set Aside

Agency:

Conemaugh Township Area SD

Project No:

FA-225-21-0094

Type:

Original Application

Total Allocation:

\$12,136.00

Award Amount:

\$12,136.00

Awarded Date:

Awarded Status:

Workflow Step:

Receipt / Verification

Status:

Completed

Actions...

Section: After-school Program	Status: Complete
Group:	Agency: Conemaugh Township Area SD

* **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
Children from Low-Income Families	Academic Growth	50	The CTASD will use benchmarking assessments through Link It software to provide information related to student growth.

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

The CTASD will use quarterly benchmarking assessments results through Link It software to provide information related to student growth.

- * 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
10	Internal	District Teaching staff

*

- 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
Link It Software	Quarterly	To bring identified students closer to appropriate grade level academic growth.

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

Parents of identified students will be contacted and offered services for their children.

Message Board

Author	Message	Type	Date
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Grant Title:

ARP ESSER After School Set Aside

Agency:

Conemaugh Township Area SD

Project No:

FA-225-21-0094

Type:

Original Application

Total Allocation:

\$12,136.00

Award Amount:

\$12,136.00

Awarded Date:

Awarded Status:

Workflow Step:

Receipt / Verification

Status:

Completed

Actions...

Section: Instruction Expenditures	Status: Complete
Group:	Agency: Conemaugh Township Area SD
<p>Instruction Expenditures</p> <p>Budget \$12,136.00</p> <p>Allocation \$12,136.00</p> <p>Budget Over(Under) Allocation \$0.00</p>	

Budget Overview

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$9,466.00	Teacher Pay for Tutoring Services
1000 - Instruction	200 - Benefits	\$2,670.00	Benefits for teachers Providing Tutoring Services
		\$12,136.00	

Message Board

Author	Message	Type	Date
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Grant Title:

ARP ESSER Summer School Set Aside

Agency:

Conemaugh Township Area SD

Project No:

FA-225-21-0094

Type:

Original Application

Total Allocation:

\$12,136.00

Award Amount:

\$12,136.00

Awarded Date:

Awarded Status:

Workflow Step:

Receipt / Verification

Status:

Completed

Actions...

Section: Summer School Program Questions	Status: Complete
Group:	Agency: Conemaugh Township Area SD

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	Academic Growth	140	Dial 4 and LinkIt! Reading and Math Benchmark Assessments

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

DIAL-4 provides standard deviation and percentile cutoff points by chronological age at two-month intervals for total and area scores—Motor, Concepts, Language, Self-Help, and Social Development. Percentile ranks and standard scores also are provided. LinkIt! Benchmark assessments are tests administered to students throughout courses as a way of assessing/gauging where students stand in regards to their grasp of the coursework/subjects being taught.

- * 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
8	Internal Provider	Kindergarten and First grade 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 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
Dial 4	Once, prior to entering Kindergarten	DIAL-4 provides standard deviation and percentile cutoff points by chronological age at two-month intervals for total and area scores—Motor, Concepts, Language, Self-Help, and Social Development. Percentile ranks and standard scores also are provided.
Linkit! Benchmark Assessments	Quarterly	Linkit! Benchmark assessments are tests administered to students throughout courses as a way of assessing/gauging where students stand in regards to their grasp of the coursework/subjects being taught.

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

All parents of incoming kindergarten students and those transitioning to First grade will receive letters from the school inviting them to enroll their children.

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ARP ESSER Summer School Set Aside

Agency:

Conemaugh Township Area SD

Project No:

FA-225-21-0094

Type:

Original Application

Total Allocation:

\$12,136.00

Award Amount:

\$12,136.00

Awarded Date:

Awarded Status:

Workflow Step:

Receipt / Verification

Status:

Completed

Actions...

Section: Instruction Expenditures	Status: Complete
Group:	Agency: Conemaugh Township Area SD
<p>Instruction Expenditures</p> <p>Budget</p> <p>\$12,136.00</p> <p>Allocation</p> <p>\$12,136.00</p> <p>Budget Over(Under) Allocation</p> <p>\$0.00</p>	

Budget Summary

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$9,466.00	Salaries for teachers providing summer instruction.
1000 - Instruction	200 - Benefits	\$2,670.00	Benefits for teachers providing summer instruction.
		\$12,136.00	

Message Board

Author	Message	Type	Date
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Grant Title:

ARP ESSER Learning Loss Set Aside

Agency:

Conemaugh Township Area SD

Project No:

FA-225-21-0094

Type:

Original Application

Total Allocation:

\$60,678.00

Award Amount:

\$60,678.00

Awarded Date:

Awarded Status:

Workflow Step:

Receipt / Verification

Status:

Completed

Actions...


Section: Learning Loss Program Questions	Status: Complete
Group:	Agency: Conemaugh Township Area SD

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	60,678	30%	 18,203

- * 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.

Information will be collected through the guidance office of the elementary school and the middle/high school. This information is reviewed and services are provided based on need. The District has hired an outside agency to provide individual and group counseling. This agency also provides a direct connection to the families as well as the students in need of counseling or coping skills related to social emotional well being.

- * 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
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Program Activity	Student Group	Type (Universal, Targeted, Intensive)	Number of Students Served
Individual and Group Counseling	Children with Disabilities	Universal	130
Individual and Group Counseling	Children from Low-Income Families	Universal	412

- * 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
Needs Assessment Survey	Ongoing	Identify students who are having social/emotional difficulties due to COVID related circumstances.

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	60,678	10%	6,068

- * 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
b. Identifying signs of possible mental health issues and providing culturally relevant support;	76	Teacher	REACH Mental Health Services	External Contractor	Presentations and Workshops
b. Identifying signs of possible mental health issues and providing culturally relevant support;	8	Admin	REACH Mental Health Services	External Contractor	Presentations and Workshops

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;	3	Counselor	REACH Mental Health Services	External Contractor	Presentations and Workshops
b. Identifying signs of possible mental health issues and providing culturally relevant support;	14	Support Staff	REACH Mental Health Services	External Contractor	Presentations and Workshops

* 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
Materials and Evaluations provided by REACH Mental Health Services	Ongoing	Increased awareness of indicators of student social/emotional needs and resources that are available to help with interventions.


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	60,678	8%	 4,854

* 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?

Title I Teachers use DRA and Dibels to assess students at the elementary school and Student PSSA assessment data was reviewed to determine gaps in learning as well as Linkit! Benchmark Data at both the elementary school and middle/high school.

* 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:

The District has determined that most students with learning disabilities are not making at least a year's worth of growth 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?

Yes

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

Training	Grade Level / ESL / Special Education	Number of Teachers Trained
Curriculum Based Literacy Training (Wonders Reading Program)	K-5 Regular and Special Education Teaching Staff	24

* 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
Wonder Works Intervention and Enrichment Resource	Children with Disabilities	60	Wonder Works curriculum based program that utilizes a personalized, flexible and intensive intervention for struggling readers.


- * 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
DRA and Dibels	Quarterly	Increased Levels of Individual Reading Skills based on the information provided through the DRA and Dibels assessments.

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	60,678	52%	 31,553

- * 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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Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Heggerty Phonemic Awareness	Children from Low-Income Families	185	Phonemic Intervention through PATTAN Network.
Heggerty Phonemic Awareness	Children with Disabilities	60	Phonemic Intervention through PATTAN Network.

- * 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
District Provided Phonics Screener	Quarterly	The District goal would be for students to improve by 50% on the phonics screener by the end of the school year.

Message Board

Author	Message	Type	Date
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Grant Title:

ARP ESSER Learning Loss Set Aside

Agency:

Conemaugh Township Area SD

Project No:

FA-225-21-0094

Type:

Original Application

Total Allocation:

\$60,678.00

Award Amount:

\$60,678.00

Awarded Date:

Awarded Status:

Workflow Step:

Receipt / Verification

Status:

Completed

Actions...

Section: Social and Emotional Learning Budget		Status: Complete
Group:		Agency: Conemaugh Township Area SD
Social and Emotional Learning Budget		
Budget		
\$60,678.00		
Allocation		
\$60,678.00		
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)

18,203

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$34,256.00	Purchase services from REACH counseling services
		\$34,256.00	

Message Board

Author	Message	Type	Date
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ARP ESSER Learning Loss Set Aside

Agency:

Conemaugh Township Area SD

Project No:

FA-225-21-0094

Type:

Original Application

Total Allocation:

\$60,678.00

Award Amount:

\$60,678.00

Awarded Date:

Awarded Status:

Workflow Step:

Receipt / Verification

Status:

Completed

Actions...

Section: Social and Emotional Learning Professional Development Budget	Status: Complete
Group:	Agency: Conemaugh Township Area SD
<p>Social and Emotional Learning Professional Development Budget</p> <p>Budget \$60,678.00</p> <p>Allocation \$60,678.00</p>	

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)

6,068

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$6,068.00	Funds will be used for staff training to identify signs and ways to mitigate the social/emotional needs of students.
		\$6,068.00	

Message Board

Author	Message	Type	Date
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Grant Title:

ARP ESSER Learning Loss Set Aside

Agency:

Conemaugh Township Area SD

Project No:

FA-225-21-0094

Type:

Original Application

Total Allocation:

\$60,678.00

Award Amount:

\$60,678.00

Awarded Date:

Awarded Status:

Workflow Step:

Receipt / Verification

Status:

Completed

Actions...

Section: Reading Improvement Budget	Status: Complete
Group:	Agency: Conemaugh Township Area SD
<p>Reading Improvement Budget</p> <p>Budget \$60,678.00</p> <p>Allocation \$60,678.00</p> <p>Budget Over(Under) Allocation \$0.00</p>	

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

4,854

Budget Summary

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$3,398.00	
1000 - Instruction	200 - Benefits	\$1,456.00	
		\$4,854.00	

Message Board

Author	Message	Type	Date
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Grant Title:

ARP ESSER Learning Loss Set Aside

Agency:

Conemaugh Township Area SD

Project No:

FA-225-21-0094

Type:

Original Application

Total Allocation:

\$60,678.00

Award Amount:

\$60,678.00

Awarded Date:

Awarded Status:

Workflow Step:

Receipt / Verification

Status:

Completed

Actions...

Section: Other Learning Loss Expenditures	Status: Complete
Group:	Agency: Conemaugh Township Area SD
<p>Learning Loss Budget</p> <p>* 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)</p>	

	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

\$60,678.00

Allocation

\$60,678.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	\$3,000.00	Heggerty Teaching Manual
2000 - SUPPORT SERVICES	300 - Purchased Professional and Technical Services	\$4,500.00	6 Heggerty Webinars at \$750 each
2200 - Staff Support Services	100 - Salaries	\$8,000.00	Stipend for teachers to attend Heggerty Professional Development Webinars.
		\$15,500.00	