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2020-2021

Division of Federal Programs

Jamestown Area SD

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Grant Project Detail

Grant Title:

ARP ESSER Learning Loss Set Aside

Agency:

Jamestown Area SD

Project No:

FA-225-21-0199

Type:

Original Application

Total Allocation:

\$79,533.00

(/GrantsManagement/ProjectAllocationDetail?

grantProjectID=139669)

Award Amount:

\$79,533.00

Awarded Date:

Awarded Status:

Workflow Step:

Receipt / Verification

Status:

Completed

Actions...



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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

Content

Narratives

- ✓ Needs Assessment
- ✓ Learning Loss Program Questions

Budget

- ✓ Social and Emotional Learning Budget
- ✓ Social and Emotional Learning Professional Development Budget
- ✓ Reading Improvement Budget
- ✓ Other Learning Loss Expenditures
- ✓ Budget Summary

Authorized Signoff

Funding Accountability and Transparency Data

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Administrative Functions

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Section: Needs Assessment	Status: Complete
Group:	Agency: Jamestown Area SD



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 (<http://www.education.pa.gov/acceleratedlearning>).



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
Social and Emotional Learning	The Jamestown Area School District utilizes the Pennsylvania Youth Survey to determine a variety of social/emotional needs for its students. The district is comprised of 404 students in grades K-12. The district currently employs (2) school counselors and (1) school psychologist to address these intense needs. As of 11/3/21, the high school counselor met with 57 students to address personal/social/emotional needs. The visits were student and staff initiated. If the school counselor feels that in-school support services are not sufficient for the students well-being, a SAP referral is initiated to the team of trained professionals.
Professional Development for Social and Emotional Learning	The Jamestown Area School District will provide a series of professional development opportunities to its employees. Examples of professional development programs include but are not limited to: Crisis Prevention, Student Assistance Program training, and Trauma Informed Schools.

	Method used to Understand Each Type of Impact
Reading Remediation and Improvement for Students	The district will utilize computer devices to deliver a new reading series/curriculum to its students. Students will be able to engage in high interest materials and videos through the use of online curricular content.
Other Learning Loss	The district will employ a STEAM teacher to work with students in grades K-12. The STEAM teacher will be utilized to work in a collaborative, co-teaching environment to assist in the improvement of reading, math, and science. 4-sight and CDT assessments will be used to determine skills gaps for targeted intervention.

*** 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.

?

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Children from Low-Income Families	Social and Emotional Learning	One-to-one counseling services will be available to address the social/emotional needs of students.
Children from Low-Income Families	Reading Remediation and Improvement	Students will have access to highly engaging reading curriculum through the use of technology enhanced lessons.
Children from Low-Income Families	Other Areas of Learning Loss	Students in grades K-12 will receive additional instruction from a STEAM teacher. The STEAM teacher will enhance instruction through co-teaching in math, reading, and science courses.

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Completed

Actions...



Section: Learning Loss Program Questions

Status: Complete

Group:

Agency: Jamestown 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. (<https://www.education.pa.gov/Documents/K-12/Safe%20Schools/COVID/GuidanceDocuments/ARP%20ESSER%205%20Percent%20Learning%20Loss%20Allocations.xlsx>)

*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	79,533	30%	23,860

- * 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 Jamestown Area School District uses the Pennsylvania Youth Survey to determine the need for (2) school counselors and (1) school psychologist. It also utilizes the data collected to determine programmatic needs and materials. A survey breakdown of the high school counselors daily student interactions is also used to determine the need for a designated building counselor that is available to meet with students for social and emotional issues. Strength: The counselor to student ratio at the high school building is 1 counselor for 216 students. The counselor is readily available to meet with students in times of need. Concern: In the first 33 days of school, 57 visits were made to the high school counselor for social and emotional student needs.

- * 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
Jamestown High School Counseling Services	Children from Low-Income Families	Universal	216

- * 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
Survey of Student Visits	When needed	All high school students will have the opportunity to meet with a certified school counselor during school or after school hours to discuss social and emotional needs that may impact their academic success.

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
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	Total LEA Allocation	Multiply by 10% (.10)	Minimum Allocation for SEL PD
Minimum 10% SEL PD Requirement	79,533	10%	7,953

- * 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
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	41	Teacher	Parkside Psychological	External Contractor	Trauma Informed Schools
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	2	Counselor	Parkside Psychological	External Contractor	Trauma Informed Schools

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
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	15	Support Staff	Parkside Psychological	External Contractor	Trauma Informed Schools
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	8	Admin	Parkside Psychological	External Contractor	Trauma Informed Schools
b. Identifying signs of possible mental health issues and providing culturally relevant support;	16	Other	Behavioral Health Commission	External Contractor	Student Assistance Program Training

* 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
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Tool Used to Evaluate Success	Frequency of Use	Expected Results
Increase in referrals to the Student Assistance Team or Building Counselors	Daily	All school faculty members will gain a better understanding of students that have experienced trauma before, during, and after the pandemic.

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	79,533	8%	6,363

- * 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?



The district utilizes the 4-sight benchmark assessments, PSSA scores, and CDT results to determine where reading gaps exist. Student scores were deficient in all grade levels as compared to prior scoring evidence.

- * 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:



According to the PVAAS for 2019, The 4th grade students were coded as yellow (meaning below growth).

- * 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
Benchmark Advance Training	K-6, ESL, Special Education, Title	17

- * 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
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Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Benchmark Advance	Children from Low-Income Families	188	Benchmark Advance is a scientifically-based, standards aligned curriculum which has an intervention component. The intervention component is available to any struggling student.
Read180/ System 44	Children from Low-Income Families	25	Read180 and System 44 are scientifically-based, standards aligned curriculums that are available to any struggling student in grades 3-6.

- * 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
4-sight Assessments	4x per year	Proficient or Advanced Score Attainment

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
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	Total LEA Allocation	Multiply by 52% (.52)	Maximum Allocation for Other Learning Loss Activities
52% Other Learning Loss Activities	79,533	52%	41,357

- * 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
Homogeneous Grouping for Instructional Delivery	Children from Low-Income Families	404	The JASD STEAM teacher will be providing extra support to the areas of reading, math, and science by developing homogeneous groups for instructional delivery. This extra layer of support will assist students to complete standards-aligned classroom assignments and projects.

- * 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
4-sight Assessments	4x per year	Proficient or Advanced Scores in the area of ELA
4-sight Assessments	4x per year	Proficient or Advanced Scores in the area of Math
CDT	3x per year	7th grade ELA & Math 8th grade ELA , Math, & Science 10th grade ELA, High School Algebra, High School Biology

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\$79,533.00

Awarded Date:

Awarded Status:

Workflow Step:

Receipt / Verification

Status:

Completed

Actions...





Section: Social and Emotional Learning Budget

Status: Complete

Group:

Agency: Jamestown Area SD

Social and Emotional Learning Budget



Budget

\$79,533.00

Allocation

\$79,533.00

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)



23,860

Budget Summary



Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$23,860.00	High School Counselor Salary
		\$23,860.00	




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Workflow Step:

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Status:

Completed

Actions...





Section: Social and Emotional Learning Professional Development Budget

Status: Complete

Group:

Agency:
Jamestown Area SD

Social and Emotional Learning Professional Development Budget



Budget

\$79,533.00

Allocation

\$79,533.00

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)



#	7,953
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Budget Summary



Function	Object	Amount	Description
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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$7,953.00	Professional development opportunities for all staff for Trauma Informed Schools, SAP training, Crisis Prevention training, etc.
		\$7,953.00	



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Awarded Status:

Workflow Step:

Receipt / Verification

Status:

Completed

Actions...





Section: Reading Improvement Budget

Status: Complete

Group:

Agency: Jamestown Area SD

Reading Improvement Budget

**Budget**

\$79,533.00

Allocation

\$79,533.00

Budget Over(Under) Allocation

\$0.00

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



#

6,363

Budget Summary



Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$6,363.00	Computer devices that will be used to deliver highly engaging curriculum
		\$6,363.00	



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Section: Other Learning Loss Expenditures

Status: Complete

Group:

Agency: Jamestown Area SD

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	79,533				79,533

Learning Loss Expenditures



Budget

\$79,533.00

Allocation

\$79,533.00

Budget Over(Under) Allocation

\$0.00

Budget Overview



Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$41,357.00	The JASD STEAM teacher salary will be used to pay for homogeneous small groups to support reading, math, and science instruction to address learning loss.
		\$41,357.00	



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Section: Budget Summary		Status: Complete
Group:		Agency: Jamestown Area SD

BUDGET OVERVIEW

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Budget

\$79,533.00

Allocation

\$79,533.00

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	\$41,357.00	\$0.00	\$7,953.00	\$0.00	\$0.00	\$6,363.00	\$0.00	\$55,673.00	
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	\$23,860.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$23,860.00	

	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
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
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
	\$65,217.00	\$0.00	\$7,953.00	\$0.00	\$0.00	\$6,363.00	\$0.00	\$79,533.00
				Approved Indirect Cost/Operational Rate: 0.0000				\$0.00
				Final				\$79,533.00



Message Board

Author	Message	Type	Date
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