

Grant Title:
ARP ESSER Learning Loss Set Aside

Agency:
Blacklick Valley SD

Project No:
FA-225-21-0039

Type:
Original Application

Total Allocation:
\$180,279.00

Award Amount:
\$180,279.00

Awarded Date:

Awarded Status:

Workflow Step:
Receipt / Verification

Status:
Completed

Actions...

Section: Needs Assessment	Status: Complete
Group:	Agency: Blacklick Valley 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](#) .

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	We will use the PASS Survey to measure the impact of our Trauma Sensitive School trainings.
Professional Development for Social and Emotional Learning	We will use the staff survey from our Trauma Informed School training to measure the professional development needs for social and emotional learning amongst our staff.
Reading Remediation and Improvement for Students	Collecting and analyzing student data from Easy CBM, PSSA, Keystone, CDT's, and Aims Web to determine effects of remediation.
Other Learning Loss	After school tutoring sessions with teachers to address weekly failures in classes through re-teaching and remediation of concepts and skills.

*** Documenting Disproportionate Impacts**

- 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	PASS Survey Data
Children from Low-Income Families	Reading Remediation and Improvement	Third Quest Intervention Data
Children from Low-Income Families	Other Areas of Learning Loss	Quarantined students will be offered after school tutoring sessions with teachers.

Message Board

Author	Message	Type	Date
--------	---------	------	------

Grant Title:

ARP ESSER Learning Loss Set Aside

Agency:

Blacklick Valley SD

Project No:

FA-225-21-0039

Type:

Original Application

Total Allocation:

\$180,279.00

Award Amount:

\$180,279.00

Awarded Date:**Awarded Status:****Workflow Step:**

Receipt / Verification

Status:

Completed

[Actions...](#)

Section: Learning Loss Program Questions

Status: Complete

Group:

Agency: Blacklick Valley 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	180,279	30%	54,084

- * 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.

Blacklick Valley Elementary Center uses many different ways to assess children's social and emotional needs. We have a full time guidance counselor who tracks all foster and homeless children to meet their needs. She also takes teacher and parent referrals for any students who are having trouble socially and emotionally. We have a student assistant program where staff can make referrals to the SAP team. The team can make decisions concerning contacting parents and making recommendations to outside agencies for social and emotional problems students may encounter. Also we contract through the IU08 for a social worker to help bridge the gap between home and school needs for children. We also use our Positive Behavior Intervention Strategies (PBIS) team to promote positive behavior throughout the entire school. Also the PBIS team keeps track of students who have discipline issues, so we can reach out to families to see if they need any extra suggestions for their children. Also, the team determines what changes could be made to have less discipline problems through a more positive approach. The Blacklick Valley Junior Senior High School assess students social and emotional needs in several ways: Full time Guidance Counselor Student Assistance Program (SAP) Cambria County Drug/Alcohol and Mental Health Counselor Victim Services Counselor Alternative Community Resource Program (ACRP) Counselor CBITS group School Wide Positive Behavior Intervention Strategies Team Trauma Sensitive Schools Initiative We also plan to purchase PASS with these funds. This would be good for 5 years. The PASS Assessment is a student measure that enables schools to proactively identify social and emotional barriers to learning, including connection, self-efficiency, and motivation.

- * 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
Botvin LifeSkills Curriculum		Universal	627

- * 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
-------------------------------	------------------	------------------

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Botvin LifeSkills Curriculum, meetings with students, and evaluation of behaviors.	Ongoing	Both the Elementary Center and the Junior Senior High School guidance programs utilize the Botvin LifeSkills curriculum as part of guidance class. Botvin LifeSkills Training is a comprehensive, dynamic, and developmentally appropriate substance abuse and violence prevention program designed for elementary and middle school students. This highly effective curriculum has been proven to help increase self-esteem, develop healthy attitudes, and improve their knowledge of essential life skills – all of which promote healthy and positive personal development and mental health. LifeSkills Training is comprehensive, dynamic, and developmentally designed to promote mental health and positive youth development.
PASS Assessment	Annual	We expect this to enable our District to proactively identify social and emotional barriers to learning, including connection, self-efficiency, and motivation.

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	180,279	10%	 18,028

- * 8. Describe the planned professional development activities and how the activity will ensure that teachers/staff are equipped with training/support on the following:
- a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;
 - b. Identifying signs of possible mental health issues and providing culturally relevant support;
 - c. Motivating students that have been disengaged;
 - d. Mentoring students who have attendance issues before it becomes a pattern;
 - e. Self-care and mindfulness strategies for teachers;
 - f. Engaging and communicating effectively with parents;
 - g. 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
-----------------------------------	--------------------------	--	--	--	---

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
	56		IU8		Our SAP program helps identify possible internal or outside agencies that might be able to help children with mental health issues. Our SAP members receive training throughout the year.
e. Self-care and mindfulness strategies for teachers;	54	Teacher	District	Internal Staff	

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
					Included in the Professional Development for Trauma Skilled Schools, the Blacklick Valley District teachers are taught about self-care and mindfulness practices that they can use in their daily lives as well as incorporate into their classrooms for their students. Also our PBIS teams at each building have monthly drawings for teachers to help boost teacher morale.

- * 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
-------------------------------	------------------	------------------

Tool Used to Evaluate Success	Frequency of Use	Expected Results
SAP Training	Ongoing/Annual	<p>At the elementary center, teachers can refer students to our guidance counselor at any time for mental health issues. We also have our elementary SAP program to help identify possible internal or outside agencies that might be able to help children with mental health issues. All students have access to the Safe2Say hotline if a student is having mental health concerns or a student may report another student who has talked about mental health issues to the other student. Possible mental health issues in students can be discovered through health, behavioral or academic concerns. At the Blacklick Valley JSHS we have a CHILDFIND program that focuses on identifying students who are having difficulties in academics, attendance, or unwanted behaviors. In addition our SAP program encourages everyone to refer for further evaluation a student who shows signs of drug/alcohol abuse or mental illness/suicide ideation. Our District uses the Safe2Say app so that students, parents, and community members may report concerns they have about our students and their mental health. The result is that through training, our staff will be better able to identify issues and provide students assistance to seek help and treatment.</p>

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Professional Development for Trauma Skilled Schools	Ongoing	Administration meets regularly with staff to discuss District and/or personal areas for improvement. Through meetings with staff and Department Heads, the Administration will be able to gauge the staff morale and develop ways in which to improve it.
PAYS Survey Data	Annual	We will use our yearly PAYS survey data to compare the culture and climate of our Junior Senior High School to determine the success of the SEL professional development during the school year (Trauma Sensitive Schools). The expected results would be a more trauma sensitive climate in our school after undergoing the professional development.


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	180,279	8%	 14,422

- * 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?

At the Elementary we use DRAs, Aims Web, Easy CBM, Lexia Core5, Study Island & CDTs. The evidence has been learning loss across grades Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grades. We are currently using the data collected and teachers are recommending the students to our after school academy and RSG after school program. At the Junior Senior High School we used PSSA, Easy CBM and CDTs as our assessments to identify the needs of those learners. According to our most recent PSSA data all of our students need reading skills addressed. This may be attributed to the different modes of education implemented due to COVID that were not as successful for some of our students.

- * 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:

At the elementary we will be able to determine the growth children have made during the 2012-2022 school year towards the end of May. At the JSHS, our at-risk readers are growing but not to the level we would like to see. We have no data yet to compare PVAAS.

- * 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
McGraw Hill Reading Series and Reading MTSS Process	Elementary, specifically K-3.	27

- * 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
Reading MTSS Process	Children from Low-Income Families	314	We use the Reading MTSS process for children in grades kindergarten to third grade where we identify children who are Tier I, Tier II and Tier III. Tier III students get the most interventions and are seen 60 minutes every day by our two Reading Specialists.

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Third Quest Program	Children from Low-Income Families	313	At the Junior Senior High School, we identify students with interventions by our Reading Specialist using the Third Quest program. Students are tracked in this Tier 2 MTSS level and then reassessed every marking period to determine their needs. Mathematics uses Spring Math to identify gaps in math facts for our 7th and 8th grade students and then prescribes interventions that are reviewed by a math teacher with the student.

- * 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
Reading MTSS Process	Data collected in September and October in the fall of 2021 and compare it to the same data collected in May of 2022.	Data sources we will be using in reading are as follows: DRAs, CDTs, Aims Web, Lexia Core5, Study Island. We expect to have improved reading levels from our students as a result of these programs.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Third Quest Program	Three different times throughout the school year.	The Junior Senior High School will collect Easy CBM data 3 times during the school year to identify progress with our remedial literacy program. For our regular literacy program we will utilize CDTs to collect growth data of our students in grades 7 and 8. We expect to have all students at grade level by the end of this school year.

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	180,279	52%	93,745

- * 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
--------------	---------------	---	-----------------------------------

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Reading MTSS Process, Lexia Core5, & Heggerty	Children from Low-Income Families	314	We use the Reading MTSS process for children in grades kindergarten to third grade where we identify children who are Tier I, Tier II and Tier III. Tier III students get the most interventions and are seen 60 minutes every day by our two Reading Specialists.
Third Quest Program & Sonday	Children from Low-Income Families	313	At the Junior Senior High School, we identify students with interventions by our Reading Specialist using the Third Quest program. Students are tracked in this Tier 2 MTSS level and then reassessed every marking period to determine their needs. Mathematics uses Spring Math to identify gaps in math facts for our 7th and 8th grade students and then prescribes interventions that are reviewed by a math teacher with the student.

- * 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
Reading MTSS Process, Lexia Core5, & Heggerty	Data collected in September and October in the fall Of 2021 and compare it to the same data collected in May of 2022.	Data sources we will be using in reading are as follows: DRAs, CDTs, Aims Web, Lexia Core5, Study Island. We expect to have improved reading levels from our students as a result of these programs.
Third Quest Program & Sonday	Three different times throughout the school year.	The Junior Senior High School will collect Easy CBM data 3 times during the school year to identify progress with our remedial literacy program. For our regular literacy program we will utilize CDTs to collect growth data of our students in grades 7 and 8. We expect to have all students at grade level by the end of this school year.

Message Board

Author	Message	Type	Date
--------	---------	------	------

Grant Title:
ARP ESSER Learning Loss Set Aside

Agency:
Blacklick Valley SD

Project No:
FA-225-21-0039

Type:
Original Application

Total Allocation:
\$180,279.00

Award Amount:
\$180,279.00

Awarded Date:

Awarded Status:

Workflow Step:
Receipt / Verification

Status:
Completed

Actions...

Section: Budget Summary	Status: Complete
Group:	Agency: Blacklick Valley SD

BUDGET OVERVIEW

Budget
\$180,279.00

Allocation
\$180,279.00

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	\$9,500.00	\$2,428.00	\$54,084.00	\$0.00	\$5,000.00	\$15,523.00	\$0.00	\$86,535.00
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	\$49,000.00	\$12,744.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$61,744.00
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 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

	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
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	\$32,000.00	\$0.00	\$0.00	\$32,000.00
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
	\$58,500.00	\$15,172.00	\$54,084.00	\$0.00	\$37,000.00	\$15,523.00	\$0.00	\$180,279.00
				Approved Indirect Cost/Operational Rate: 0.0000				\$0.00
				Final				\$180,279.00

Message Board

Author

Message

Type

Date