

Emergency Assistance to Nonpublic Schools (EANS)

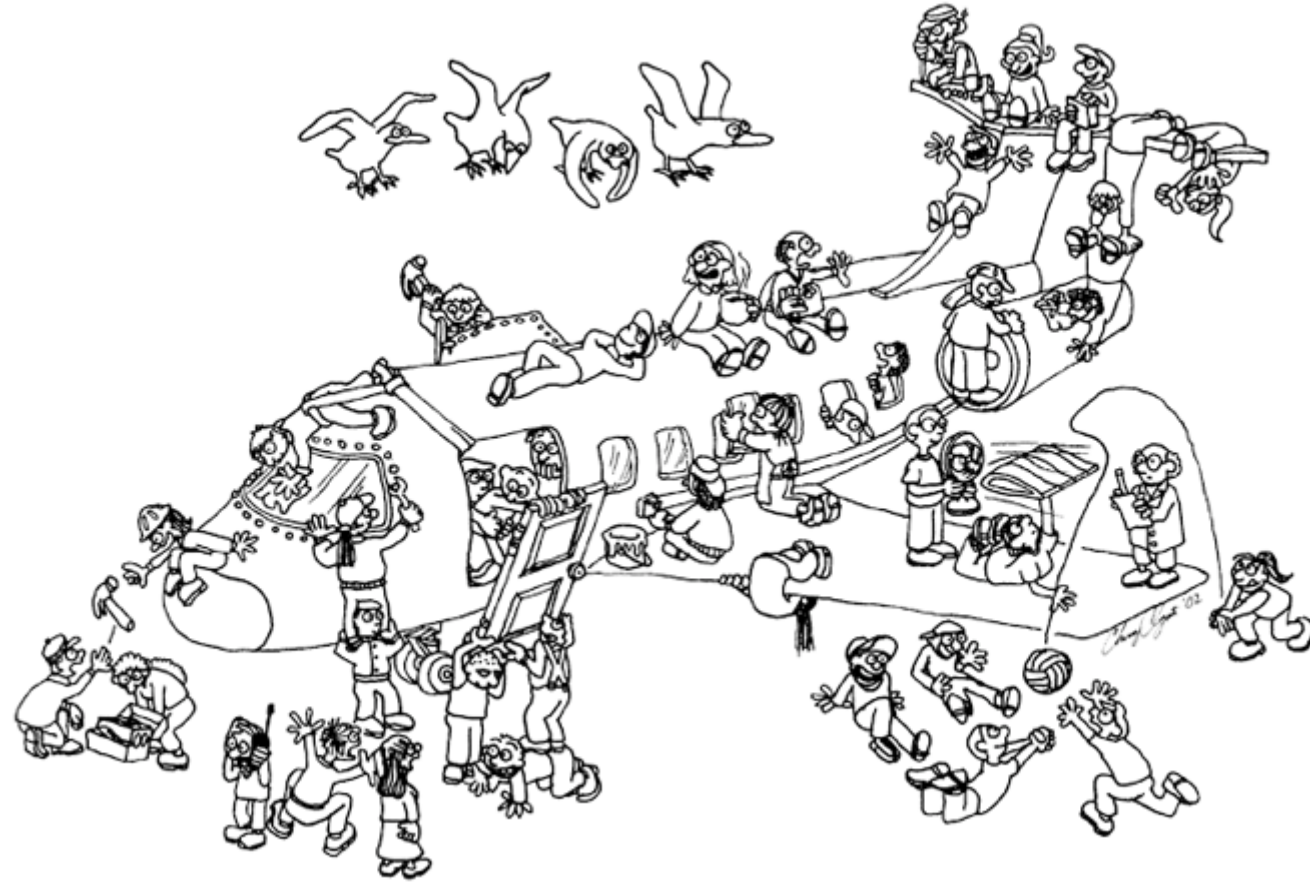
Technical Assistance Session

Molly M. Spearman – State Superintendent of Education

Purpose and Goals

- The purpose of this Technical Assistance Session is to provide an overview of the Emergency Assistance to Nonpublic Schools (EANS) program as authorized by the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act.
- The Goal of this session is to provide interested parties with an understanding of the EANS funds, fund requirements, and the processes that the SCDE will use to administer these funds.

Building the Plane as We're Flying it



Working Together

Thank you to the SC private school associations for continued discussions and help in getting this program under way!



SOUTH CAROLINA ASSOCIATION
OF CHRISTIAN SCHOOLS



OVERVIEW

EANS Program

Background

- On December 27, 2020, the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA) was signed into law
- The US Dept. of Education is providing \$2.75 billion in assistance under the EANS program, as part of the Governor's Emergency Education Relief Fund (GEER II)
- South Carolina has been allocated \$39,981,327 to provide assistance to non-public, not-for-profit schools affected by the pandemic
 - \$39,781,327 is available to eligible non-public, not-for-profit schools

Timeline

February 5,
2021

- South Carolina Governor's Office applies for EANS grant

February
10, 2021

- US Dept. of Education awards EANS grant and awards funds to SCDE

February
24, 2021

- SCDE holds Technical Assistance session to widely disseminate information

Timeline (continued)

March 1,
2021

- Applications are made available; private schools have 30 calendar days to submit complete applications.

March 31,
2021

- Applications close at 11:59 p.m.; any application received after the deadline will not be considered.

April 30,
2021

- SCDE will approve or deny completed applications within 30 days of receipt, with final amounts approved as soon as possible after applications close. Professional development on payment and procurement process to follow.

Private School Eligibility

- Must be established as a not-for-profit entity; for-profit private schools are ineligible
- Must have been in existence prior to March 13, 2020
- Must be licensed, accredited, or otherwise approved to operate in accordance with State law
- Did not and will not apply for and receive a loan under the Small Business Administration's Paycheck Protection Program (PPP) (15 U.S.C. 636(a)(37)) that is made on or after December 27, 2020
- ***Special condition:*** If a private school received PPP from an application made before Dec. 27, 2020, it must assure that no EANS funds may be used to pay for the same service or items (reimbursable or otherwise) as the PPP funds were or will be used.

Required Application Data

- Private school must provide the number or estimated number of low-income students enrolled in its school for the 2019-20 school year
- Private school must use one or more of the following data sources as the basis for determining its poverty level:
 - free or reduced-price lunch data,
 - scholarship or financial assistance data,
 - E-Rate data,
 - U.S. Census Bureau data, or
 - proportionality data

Impact of COVID-19 for Application

Private school must provide narrative to describe and/or quantify the impact of COVID-19 on the non-public school, which may include:

- Loss of tuition revenue;
- Decrease in enrollment (from 2019-20 to 2020-21);
- Lack of capacity to provide remote learning due to insufficient technological support; and/or
- Data documenting the extent of learning loss attributable to the educational disruptions caused by COVID-19

Additional data or information may be required



FUNDING CATEGORIES

EANS Program

Funding Categories – General

- Twelve funding categories for allowable uses of the funds
- Costs must be:
 - Allowable – i.e., fit into one of allowable categories,
 - Reasonable – i.e., what a prudent person would pay for the item, and
 - Necessary – i.e., as a result of the ongoing impact of COVID-19
- Private school staff salary and fringe costs are not reimbursable
- Ownership for any materials, equipment, or property must transfer to the SC Dept. of Education
- Disposition of materials and equipment will follow state equipment disposition regulations, policies, and procedures (which may begin on October 1, 2023 or later)

Equipment, Materials, and Property

- Equipment is defined as:
 - Any single item whose market price or purchased cost is \$2,500 or more; **or**
 - Any technology device (such as a laptop, projector, or other device) regardless of cost
- Materials include software licenses, instructional materials, and comparable items
- Property is addressed in Category 10
- For equipment and devices, the private school and the SCDE must complete a Transfer of Ownership for those materials, equipment, and/or devices

The SCDE will **not** be responsible for maintenance or upkeep of materials, equipment, or property, nor any associated costs (e.g., insurance, deferred maintenance)

Reimbursement Costs

- Allowable costs may be reimbursed with proper documentation, as long as the costs are allowable, reasonable, and necessary
- Unallowable costs will not be reimbursed
- Private school must identify service, a description of the service, the applicable EANS funding category, and the actual amount
- Reimbursements provided to the private school **DO NOT** mean the school is a recipient of federal financial assistance
- Only expenses incurred on or after March 13, 2020 will be considered

Reimbursement Costs (continued)

- Reimbursement requests **MUST** be submitted by August 15th following the close of the state fiscal year on June 30th
- Reimbursement requests for expenses incurred between 3/13/2020 – 6/30/2021 must be submitted by 8/15/2021
- Requests for expenditures during that time period submitted after August 15 may be automatically declined

EANS Procurement Thresholds – Reimbursement

- Costs must be allowable, reasonable, and necessary
- The SCDE will review unit prices and compare them to like items that are available on state contracts
- The SCDE reserves the right to approve or deny requests in part or in full, contingent upon what is being requested

EANS Procurement Thresholds – Future Purchases

- Costs must be allowable, reasonable, and necessary
- Quotes must be obtained prior to request
 - Up to \$10,000 – One Quote
 - Over \$10,000 – Three (3) Bona Fide Quotes from qualified sources of supply
- If you cannot obtain three quotes, entity must:
 - provide proof that request was advertised on school website, or
 - provide proof that three quotes were attempted
- We will allow funding for the request of the lowest bid

** Applies to all purchases other than Catapult Learning services*

EANS Funding Categories

1. Supplies to sanitize, disinfect, and clean school facilities
2. Personal Protective Equipment (PPE)
3. Improving ventilation systems, including windows or portable air purification systems
4. **Training and professional development for staff on sanitization, the use of PPE, and minimizing the spread of infectious diseases**
5. Physical barriers to facilitate social distancing
6. Other materials, supplies or equipment recommended by the CDC for reopening and operation of school facilities to effectively maintain health and safety

EANS Funding Categories, Continued

- 7. Expanding capacity to administer coronavirus testing to effectively monitor and suppress the virus**
8. Educational technology
- 9. Redeveloping instructional plans for remote or hybrid learning or to address learning loss**
10. Leasing sites or spaces to ensure social distancing
11. Reasonable transportation costs
- 12. Initiating and maintaining education and support services or assistance for remote or hybrid learning or to address learning loss**

Cleaning Supplies and PPE (Cat. 1 and 2)

[Must be used solely to clean/sanitize schools]

Reimbursement

- Costs must be reasonable (i.e., at or below what the amount would generally be) and necessary
- Receipt or invoice must be provided

Future Services

- Costs must be reasonable and necessary
- Quotes may be required prior to approval
- School would have vendor submit invoice for payment

Improving Ventilation Systems (Cat. 3)

[Costs permitted for existing systems, not new]

Reimbursement

- Costs should be reasonable and necessary
- Reimbursement only permitted for portable air purification systems
- Invoice or receipt must be provided for portable air purifiers

Future Services

- Costs must be reasonable and necessary
- Quotes may be required prior to approval
- Any installation must be completed by a licensed, bonded, and insured contractor
- Vendor submits invoice for payment

Staff Training related to COVID-19 (Cat. 4)

- Reimbursement for this category is **not** permitted
- Requests for future staff training must be provided by Catapult Learning
- Funds cannot be provided to nonpublic school (i.e., training cannot be developed and offered “in-house”)
- All training must be secular, non-religious, and non-ideological

Physical Barriers for social distancing (Cat. 5)

[Must be barriers for social distancing only]

Reimbursement

- Costs should be reasonable and necessary
- Receipt or invoice must be provided
- Funds cannot be used to pay a portion of private school staff's time for installation

Future Services

- Costs must be reasonable and necessary
- Quotes may be required for approval
- Installation may be allowable, but must be by a licensed, bonded, and insured contractor
- Private school staff may install; however, those services costs are not covered
- Vendor submits invoice for payment

Other materials, supplies or equipment (Cat. 6)

[Solely for safely operating the school]

Reimbursement

- Must provide link to recommended usage by CDC
- Costs should be reasonable and necessary
- Receipt or invoice must be provided
- Funds cannot be used to pay a portion of private school staff's time for installation
- **EQUIPMENT CONDITIONS may exist**

Future Services

- Must provide CDC link
- Costs must be reasonable and necessary
- Quotes may be required for approval
- Installation may be allowable, but must be by a licensed, bonded, and insured contractor
- Private school staff may install; however, those services costs are not allowed
- Vendor submits invoice for payment
- **EQUIPMENT CONDITIONS**

Expanding Capacity (Cat. 7)

[Related to testing and monitoring]

Reimbursement

- Costs must be reasonable and necessary
- Cannot fund salaries for such expansion for private school employees time, effort, or salaries
- If done by third party, invoice must be provided

Future Services

- Catapult Learning to provide
- Cannot fund salaries for private school employees for testing or monitoring
- Vendor/entity must be able to document appropriate licensure consistent with state law

Educational Technology (Cat. 8)

Reimbursement

- Costs must be reasonable and necessary
- Invoice or receipt must be provided
- No permanent technology (i.e., installed wiring) is allowable
- Ownership to devices must be transferred, asset tagged, and annually inventoried
- Disposal at the end of the project will follow state disposition requirements

Future Services

- Costs must be reasonable and necessary
- Quotes may be required for approval
- No permanent technology is allowable
- Ownership to devices must be transferred, asset tagged, and annually inventoried
- Disposal at the end of the project will follow state disposition requirements
- Maintenance/upgrades to devices is the responsibility of the private school, but ownership is vested in the state

Instructional Planning (Cat. 9)

[Only for remote or hybrid learning]

- Reimbursement for this category is **not** allowed
- Requests for future staff planning must be provided by Catapult Learning
- Funds cannot be provided to nonpublic school staff (i.e., activities cannot be developed and offered “in-house”)
- All planning must be secular, non-religious, and non-ideological

Leasing sites/spaces (Cat. 10) - Reimbursement

[Only for social distancing needs]

- Lease must be provided in advance for review and approval, along with documentation that the space was necessary for social distancing
- Lease costs must be in addition to the existing school property, and only added due to the pandemic
- Late fees, insurance costs, utilities, maintenance costs, and other comparable costs are not reimbursable
- Leases established before March 13, 2020, are not eligible for reimbursement
- Private school must assure that there is no conflict of interest with any school staff, administration, governing board, or other officials with lessor

Leasing sites/spaces (Cat. 10) – Future Services

[Only for social distancing needs]

- Lease must be provided in advance for review and approval
- SCDE is lessee on behalf of the private school
- Private school or lessor are responsible for necessary insurance costs, repairs and maintenance
- Private school must adhere to the terms of the approved lease, including any costs for damages/repairs beyond normal wear and tear
- Leased space must be ADA compliant and meet State Fire Marshall and school facility requirements
- Terms of lease may not extend beyond September 30, 2023, or until no longer needed, whichever is sooner
- Private school must assure that there is no conflict of interest with any school staff, administration, governing board, or other officials with lessor

Transportation Costs (Cat. 11)

Reimbursement

- Costs must be reasonable and necessary
- Private school must provide basis for reasonable costs (e.g., federal reimbursement rate for mileage or actual costs)
- Private school must provide invoice, journals, or other documentation to support the basis of the costs as well as the amounts for the transportation

Future Services

- Costs must be reasonable and necessary
- Private school must identify third-party transportation provider
- Third party transportation provider must provide documentation of applicable driver's license, insurance coverage
- Provider must be able to comply with ADA requirements if and as necessary

Educational Support and Services (Cat. 12)

[Only for remote or hybrid learning]

- Reimbursement for this category is **not** allowed
- Requests for future support and services must be provided by Catapult Learning
- Funds cannot be provided to nonpublic school staff (i.e., activities cannot be developed and offered “in-house”)
- All services must be secular, non-religious, and non-ideological

Categories – Summary

	Future Expenses	Reimbursements
1. Cleaning Supplies	Yes	Yes
2. Personal Protective Equipment (PPE)	Yes	Yes
3. Ventilation	Yes	Portable Air Purification systems only
4. Staff Training	Yes	No
5. Physical Barriers	Yes	Yes
6. Other Materials	Yes	Yes
7. Coronavirus Testing	Yes	Yes
8. Educational Technology	Yes	Yes
9. Instructional Plans	Yes	No
10. Leasing Sites/Spaces	Yes	Yes
11. Transportation	Yes	Yes
12. Remote/Hybrid Learning	Yes	No

Categories – Levels of Complexity

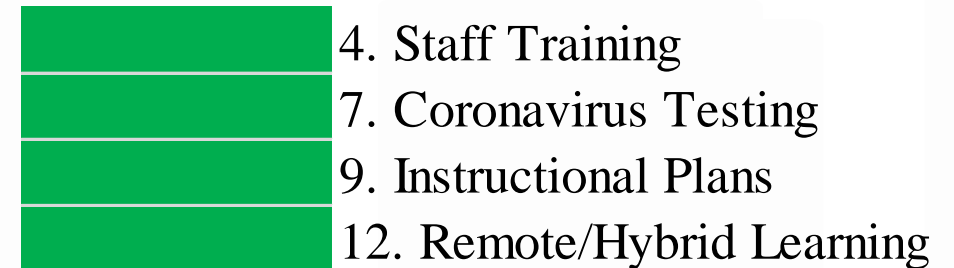
Level of Ease

More involved categories may require additional calculations or documentation from the Private School



Requires Use of Catapult

The Preferred Vendor for Remote Learning and COVID-Relief Services





APPLICATION PROCESS

EANS Program

Allocation Methodology

- Scenario One: Total amount requested by all applicants is equal to or below the available EANS award amount.
 - The SCDE will approve all allowable, reasonable, and necessary costs, including reimbursement, pursuant to the parameters outlined.
- Scenario Two: Total amount requested by all applicant private schools is more than the available EANS award amount.
 - The SCDE will determine the poverty percentage for each private school and sum of said percentages to get a relative poverty percentage for each private school. The SCDE will apportion the school's available amount by multiplying the available EANS award amount by the school's relative poverty percentage for a ceiling amount. The SCDE will award funds up to the requested amount, or the ceiling amount, whichever is less.

Online Application

Part A: Basic Information

- School Name
- Physical Address (P.O. Box not permitted)
- Authorized Representative
 - Individual with the authority to submit the application
- EANS Point of Contact
 - Who we will reach out to if we have any questions or need additional information

Part A: Basic Information		
Name of School: *		
<input type="text"/>		
Physical Mailing Address (No P.O. Box) *		
<input type="text"/>		
Address Line 1		
<input type="text"/>		
Address Line 2		
<input type="text"/>	<input type="text"/>	<input type="text"/>
City	State	ZIP Code
Authorized Representative of the School: *		
<input type="text"/>	<input type="text"/>	
First Name	Last Name	
Email: *		Telephone: *
<input type="text"/>		<input type="text"/>
EANS Point of Contact: *		
<input type="text"/>	<input type="text"/>	
First Name	Last Name	
Email: *		Telephone: *
<input type="text"/>		<input type="text"/>
<input type="button" value="Next"/>		

Online Application

Part B: Eligibility

- Affirm and upload documentation supplying proof:
 - Non-profit
 - Accredited, licensed, or approved to operate
 - In operation prior to March 13, 2020
- Affirm PPP was not applied for on or after December 27, 2020
- Affirm any PPP funds prior to Dec. 27, 2020, were not and will not be used for services being applied for

Emergency Assistance to Non-public Schools Part B: Non-Public School Eligibility

By checking each box below, I affirm that the following is true and correct regarding my school.

☐ I affirm that the school requesting services or assistance is a non-profit school.

☐ I affirm that the school requesting services or assistance is accredited, licensed, or otherwise approved to operate in accordance with State Law.

☐ I affirm that the school requesting services or assistance existed and operated prior to March 13, 2020.

Include documentation proving non-profit status, accreditation, and operation prior to March 13, 2020. *

[Choose File](#) [Remove File](#) No File Chosen

☐ I affirm that the school requesting services or assistance did not and will not apply for and receive a loan under the Small Business Administration's Paycheck Protection Program (PPP) (15 U.S.C. 636(a)(37)) that is made on or after December 27, 2020.

☐ I affirm that none of the services or assistance for which I am requesting support in Part D of this application have already been supported by a loan under the PPP.

NOTE: If a non-public school applies for a PPP loan on or after December 27, 2020, but does not receive funds under the PPP, the school may apply for services or assistance under the EANS program, as long as the non-public school meets the requirements and deadlines of this application. If a non-public school applied for or received a PPP loan prior to December 27, 2020, it remains eligible for the EANS program. Similarly, if a non-public school applies for but does not receive services or assistance through EANS, nothing in the Education Stabilization Fund would preclude that non-public school from applying for and receiving a PPP loan on or after December 27, 2020.

[Previous](#)

[Next](#)

Online Application

Part C: School Data

- SEAs must prioritize schools that enroll low-income students or that have been most impacted by COVID-19
- **Section 1: Enrollment & Low-Income Data**
- **Section 2: PPP Data, if applicable**
- **Section 3: Impact of COVID-19**

Tip: It is recommended to type the impact of COVID-19 into a Word document, then copy and paste into the application.

Section 1
Enrollment and Low-Income Data

Data sources that may be used for these purposes include:

- available free or reduced-priced lunch data,
- scholarship or financial assistance data,
- E-Rate data, or
- other relevant data, such as data that the non-public school has provided to the State for purposes of State or local programs.

If complete actual data from a particular source are unavailable, data may be extrapolated based on a representative sample.

For non-public schools where such data are not readily available, and in order to avoid new or unnecessary data collections from non-public schools and families, the following may be used to estimate of the number of students from low-income families:

- data imputing the number of students from low-income families based on the American Community Survey (ACS) or the Small Area Income and Poverty Estimates (SAIPE) program by the U.S. Census Bureau, or
- proportionality data: the number of students enrolled in a non-public school who reside in a Title I school attendance area multiplied by the percentage of public school students in that same attendance area who are from low-income families. If the non-public school has students who reside in more than one Title I school attendance area, multiple calculations would be necessary

Please note that the non-public school must retain the data used in providing low-income information for at least five (5) years. The SCDE may request any such supporting documentation for the information provided in this application.

A. Total student enrollment of the private school in the 2019-2020 school year: *

B. Number or estimated number of students from low-income families enrolled in the private school in the 2019-2020 school year: *

This number or estimated number is from the following accepted data source(s): *

C. Percentage or estimated percentage of total students in the private school who are students from low-income families (i.e., 1.B divided by 1.A): *

Online Application

Part D: Assistance Requested

- Indicate whether the funds will be used for reimbursement, to pay future expenses, or both
- **Section 1:** Reimbursement of Previous Expenses
- **Section 2:** Future Services or Assistance
- If the boxes provided are insufficient, an excel document may be uploaded to include additional services, and the dollar amount added to the application

Section 1 Request for Reimbursement of Previous Expenses		
Service or Assistance 1 *	Description 1 *	Dollar Amount 1 *
<input type="text" value="Please choose..."/>	<input type="text"/>	\$ <input type="text"/>
Service or Assistance 2	Description 2	Dollar Amount 2
<input type="text" value="Please choose..."/>	<input type="text"/>	\$ <input type="text"/>
Service or Assistance 3	Description 3	Dollar Amount 3
<input type="text" value="Please choose..."/>	<input type="text"/>	\$ <input type="text"/>

Section 2 Request for Future Services or Assistance		
Service or Assistance 1 *	Description 1 *	Dollar Amount 1 *
<input type="text" value="Please choose..."/>	<input type="text"/>	\$ <input type="text"/>
Service or Assistance 2	Description 2	Dollar Amount 2
<input type="text" value="Please choose..."/>	<input type="text"/>	\$ <input type="text"/>
Service or Assistance 3	Description 3	Dollar Amount 3
<input type="text" value="Please choose..."/>	<input type="text"/>	\$ <input type="text"/>

Online Application

Part E: Supporting Docs

- Include any additional documentation believed to be relevant to the application

Part F: Attestation

- Sign and submit for SCDE review

Emergency Assistance to Non-public Schools Part E: Supporting Documentation

Include any additional supporting documentation and identify each attachment.

File 1	File 1 Description
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File 2	File 2 Description
<div>Choose File Remove File No File Chosen</div>	<div></div>

Emergency Assistance to Non-public Schools Part F: Attestation

I certify to the best of my knowledge and belief, all of the information in this application is true and correct. I further understand that knowingly making a false statement or misrepresentation on this application may subject me to criminal or civil penalties under applicable State and Federal laws.

I recognize that this application is subject to review and approval by the SCDE and may be approved, approved in part, denied, or denied in part. The amount available will be contingent upon the number of applicants and the total amounts requested.

Electronic Signature of Authorized Representative of the School: *

Date *

Next Steps

- Applications will become available on March 1st, 2021 on the [SC-EANS website](#), and will close at 11:59 p.m. on March 31st, 2021
- Incomplete applications may result in delayed processing times
- If additional information or clarification is required, the SCDE will contact the EANS point of contact listed on the application
- Conditional approval will be provided initially
- Final approval will be granted after allocation amounts are finalized
- The SCDE may approve in full, in part, or may deny applications

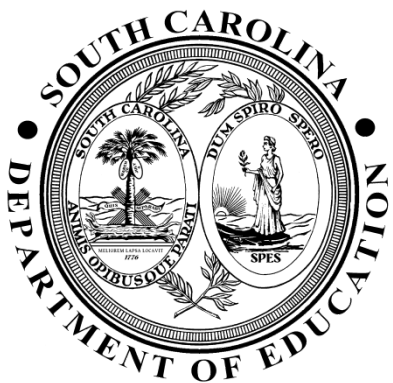
SC-EANS Resources

[SC EANS Website](#)

[Allowable Uses for EANS Funds](#)

[U.S. Department of Education EANS Website](#)

[U.S. Department of Education EANS FAQs](#)



Catapult Learning

EANS Program



Putting Your EANS Funds to Work



February 24, 2021

To schedule your EANS planning meeting, please contact us at SCEANS@catapultlearning.com

Catapult Learning



Nonpublic School Partnerships

Catapult Learning

Catapult Learning is the national leader of education services for nonpublic schools:

- 45 years of providing service
- 90,000+ students served annually in nonpublic schools
- 15,000+ teachers served annually in nonpublic schools
- 2,100 nonpublic schools served
- Partnered with nonpublic schools in 38 states

Our partners include:

- Catholic schools
- Jewish Day schools
- Lutheran schools
- Episcopal schools
- Seventh-day Adventist schools
- Protestant Christian schools
- Islamic schools
- Waldorf schools
- Friends schools
- Independent schools
- And other nonpublic schools



Uniquely Positioned to Support Students in South Carolina

What We Do

Literacy Intervention

Math Intervention

Special Education

Autism Programming

ABA Therapy

Professional Development

Summer Programs

Our Credentials

40+ year track record

Evidence-based programs

Regulatory/funding expertise

Compliance focused

Scale (42 states)

Quality Accredited Services



100,000+
Students Served



7,800
Educators



25,000+
Teachers Served
Annually



40+
Years of Experience



42
States



1,000+
District Partners



6
ABA Centers



90+
Special & Alternative
Education Day Schools





South Carolina Catholic Conference

Title and CARES Funded Services provided to Non-Public Schools

- PD and Coaching at one (1) school in 2018 for 2 days
- PD and Coaching at four (4) schools in 2019 over 16 days
- Delivered PD to ten (10) schools in fall of 2020
- Providing Counseling, Nursing and Tutoring services to five (5) schools for the 20/21SY as well as an array of Professional Development, Teacher Self-Care Session and Parent and Family Engagement Workshops
- Delivering “Introduction to Social-Emotional Learning” Professional Development workshop to all 34 schools in the Diocese of Charleston on March 5, 2021



COVID Recovery Imperative

- The need for specialized supports for children, including mental health services, has never been greater
- In the past year, children are seeing and experiencing trauma and academic and social-emotional regression due to COVID and social unrest
- As a result, students may lose up to 12 months of learning by the end of the 2020-21 academic year*
- EANS funding is designed to support schools in their efforts to create robust recovery plans
- EANS can be applied to 13 areas to support schools' COVID recovery initiatives, with four specifically dedicated to addressing learning loss via direct services for students and teachers:
 - *Redeveloping instructional plans for remote or hybrid learning or to address learning loss*
 - *Initiating and maintaining education and support services or assistance for remote or hybrid learning or to address learning loss*
 - *Staff Training / Professional Development*
 - *Coronavirus Testing*



Supporting Students, Schools and Families

- Catapult Learning has developed a COVID Recovery Program to mitigate loss and accelerate learning with a focus on grade-level content
- The program is designed to meet the academic and social-emotional needs of students, families and school communities



Students

We support students' academic and social-emotional needs through data-driven intervention and counseling.



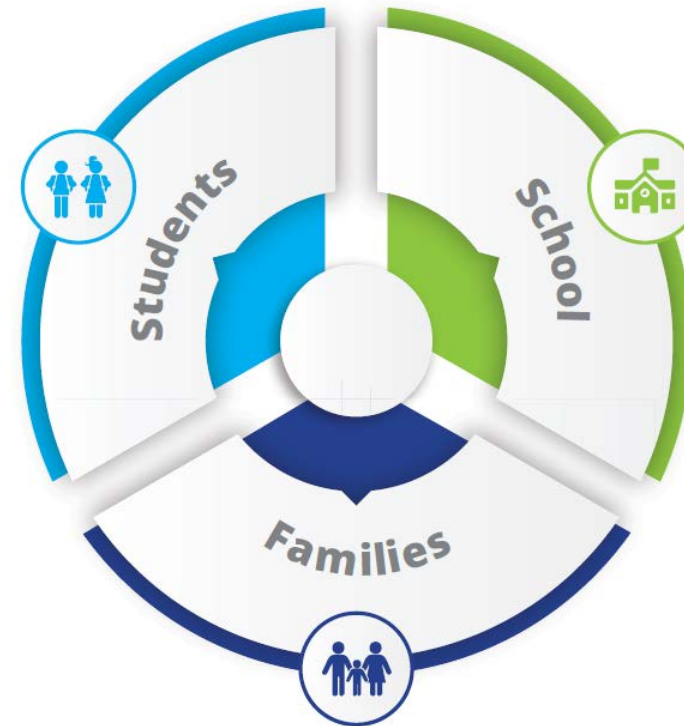
School

We support leaders, teachers, and staff with PD and coaching in curriculum, accelerating learning, SEL, and trauma-informed practice as well as curriculum mapping and data teams.



Families

We support families through social work, counseling, and/or family engagement sessions focused on supporting academic and emotional well-being.





Academic & Social Emotional Support

Our anytime, anywhere approach to implementation means we can deliver virtual, onsite, or hybrid services that can support your school community now, this summer, and throughout the 2021-22 school year





Academic Support

Catapult Learning supports over 100,000 students and 25,000 teachers annually through flexible instruction and intervention services that focus on:

- Literacy
- Math
- Enrichment

Who provides the instruction?

- Catapult employs over 5,000 educators
- We can rapidly train and supervise your instructors
- College students

Academic Program Components

- Literacy and Math Assessments to develop individualized plans
- 1 to 1 or small group instruction/tutoring using our AchieveLiteracy and AchieveMath curriculum
- Curriculum mapping to augment core classroom instruction
- Coaching & Professional Development to provide instructional support, data coaching, design standards-based unit plans, and support differentiated instruction for all learners





Academic Support: A Closer Look

Evidence-Based Curriculum

Catapult Learning's programs are designed for K-8 students to reinforce foundational **LITERACY** and **MATH** skills lost due to disrupted learning time.

Programs can be augmented with enrichment activities such as STEM, Robotics, and/or virtual field trips to drive engagement.

All programs feature:

- *Personalized learning plan for each student*
- *Evidence-based curricula aligned to school curricula or administered independently*
- *Family support touchpoints to maximize student progress*
- *Age and developmentally appropriate texts to support readers at all levels*

ACADEMIC FOCUS



LITERACY



MATH

Catapult's proprietary Achieve curricula or other curricula

WEEKLY ENRICHMENT



STEM



ROBOTICS



**VIRTUAL FIELD
TRIPS**



Social Emotional Support

Our programs, with focuses on Counseling, Family Engagement, and Professional Development, expand students' 21st century skills in critical thinking, collaboration, creativity, and empathy – all necessary for success in college, careers, and beyond. Catapult Learning's program is aligned to CASEL's five social-emotional competencies:



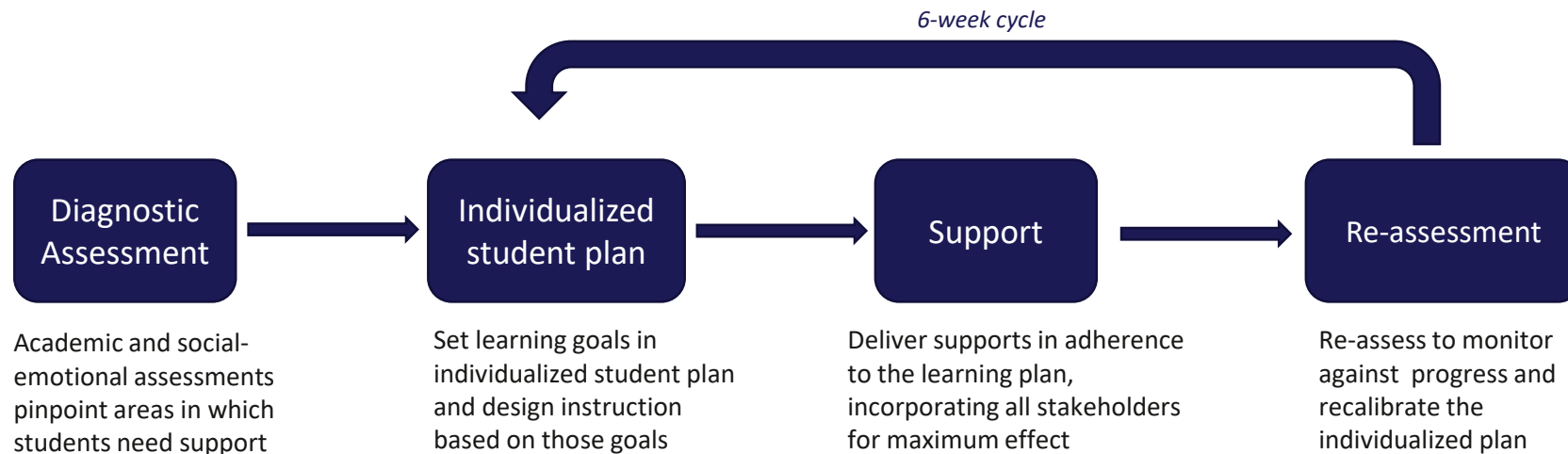
SEL Program Components

- SEL Assessments to understand competencies and develop growth plans
- 20-to-45-minute daily lessons that incorporate mindfulness education to build the five competencies
- Counselors work with school staff, parents, and the community to create a caring environment where students become healthy, competent, and confident learners
- Family engagement including counseling, workshops and individual sessions to support learning and social-emotional growth
- Coaching & Professional Development to support your teachers in SEL and trauma-informed practices to create safe and supportive learning environments



Catapult Learning Acceleration Framework

- Every 60-minute session includes academic and social-emotional support
 - Individual or small group support (up to 4 students per group)
 - Up to 4 times/week
- Flexible delivery
 - Before or after-school, on weekends, during summer/ESY
 - Virtual, in-person, or blended





Social Emotional Learning and Mindfulness

Nurturing the Whole Child



SEL (Grades K-12)

As we pay more attention to educating the whole child, it is imperative that we cultivate 21st century skills like self-reflection, resilience, and empathy, which will equip children with the tools they need to succeed in the classroom and in the real world. Students engage in activities that foster the five key social emotional competencies.



Mindfulness (Grades K-12)

Develops the whole brain and helps children to understand their emotions and feelings. This helps to reduce their risk of mental health challenges such as anxiety and depression and increases focus, engagement, and achievement.





Counseling

Individual counseling

- Sessions focus on academic, behavioral, and social/emotional challenges impacting academic achievement
- Interventions work to build compensatory skills such as coping, anger management, and increased executive functioning

Consultation with parents and teachers

- Counselors consistently collaborate with parents/guardians, and teachers to address issues related to learning by providing strategies to manage behaviors

Social Emotional Development

- Counselors deliver lessons related to social emotional development

Why is school counseling beneficial in summer?

- Continued advocacy for our students and families during a time of crisis
- Opportunity to enrich social emotional development through delivery of virtual classroom guidance lessons
- Ability to continuously support at risk students
- Continuity of service



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Sample Enrichment Courses

Project-Based STEM, STEAM, and Robotics



STEM Camp (Grades K-12)

Hands-on, project-based STEM projects designed to challenge and engage students. Topics range from Spa Exploration to the Human Body. All units include literacy and math.



STEAM Camp (Grades 2+)

Encourage students' creative side with our NEW hands-on art and architecture-based STEAM program. Students learn about color and explore the principle of art (color, lines, and shapes) as they examine art in the world around them. Students will make meaningful connections to other disciplines.



EPIC 365 Sensory (Grades PreK-1)

This program is designed to provide engaging, hands-on experiences to improve students gross and fine motor skills and motivate them with exciting virtual experiences in which they explore the world around them.



Robotics Camp (Grades K+)

In this exciting camp, students build and code a Vex robot using a visual coding system. Students work together to move their robot across the room and then engage in multiple competitions with their peers.



Summer Journey

Reducing Covid Learning-Loss and Preparing Kids for the Fall

	Option A	Option B	Option C
Total Program Hours	30-40 Hours	45-80 Hours	80-125 Hours
Curriculum	Literacy Intervention: Summer AchieveLiteracy		
	Math Intervention: Summer AchieveMath		
	Enrichment Programming STEM, STEAM, and Robotics		
	Add-ons Available including SEL, Mindfulness, and Counseling		
As total program time increases, so does the impact we can have on student outcomes			
Instructional Goals	<ul style="list-style-type: none">• Increase engagement and excitement about learning• Reduce Covid learning loss• Develop problem solving and critical thinking skills• Maximize enrollment and increase attendance	<ul style="list-style-type: none">• Increase engagement and excitement about learning• Prevent and/or reduce Covid learning loss• Decrease reading and math skill gaps• Improve critical thinking and problem-solving skills• Improve confidence and decrease imposter syndrome• Maximize enrollment and increase attendance	<ul style="list-style-type: none">• Increase engagement and excitement about learning• Prevent and/or large reduction in Covid learning loss• Decrease and/or close reading and math skill gaps• Improve critical thinking and problem-solving skill• Improve confidence and decrease imposter syndrome• Maximize enrollment and increase attendance



Sample Summer Journey Schedules



Sample Summer Journey

3 HOURS/DAY PROGRAM

- 50 minutes: Math Intervention
- 50 minutes: Reading Intervention
- 50 minutes: Enrichment
- 30 minutes: SEL

Sample Summer Journey

4 HOURS/DAY PROGRAM

- 70 minutes: Math Intervention
- 70 minutes: Reading Intervention
- 50 minutes: Enrichment in one subject
- 30 minutes: SEL
- 20 minutes: Recess

Sample Summer Journey

5 HOURS/DAY PROGRAM

- 70 minutes: Reading & Math Intervention
- 70 minutes: Robotics
- 60 minutes: Enrichment
- 30 minutes: SEL
- 30 minutes: Recess
- 40 minutes: Breakfast/Lunch

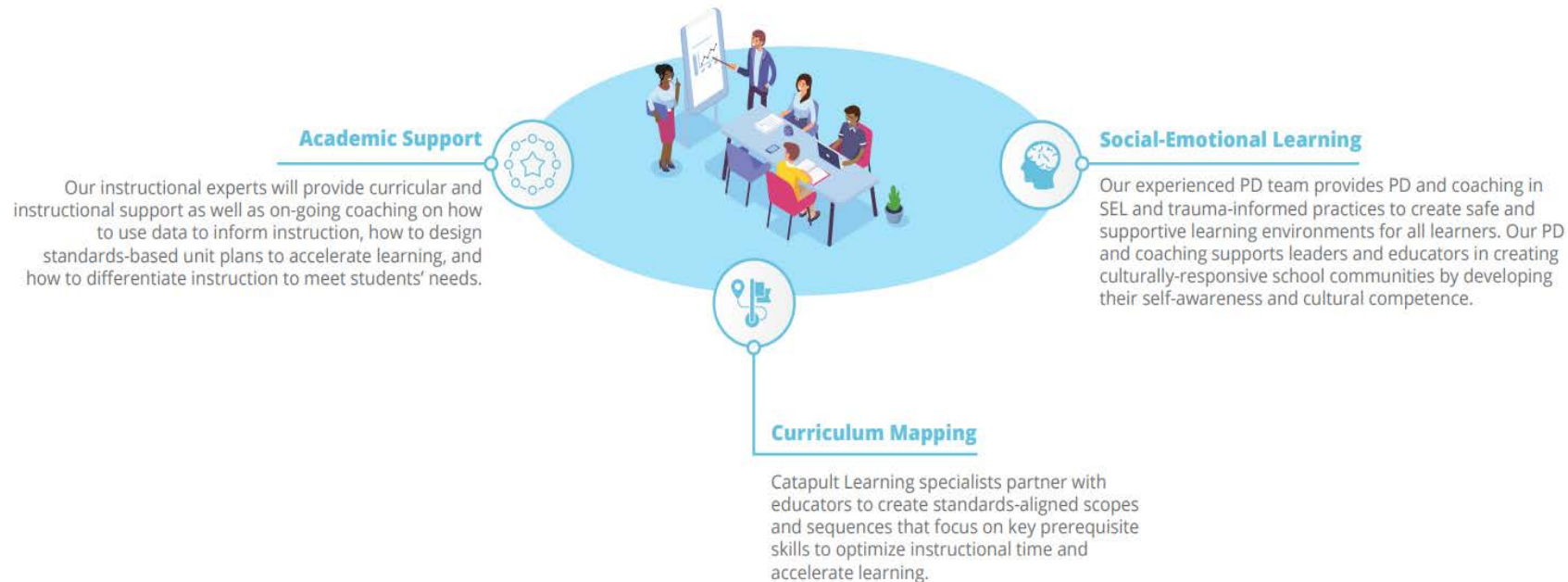
Flexible program options provides a combination of academic intervention, enrichment and social emotional learning



Supporting Your Staff

Our programs are designed to help educators develop their own self-awareness and cultural competence as they focus on creating safe and supportive learning environments for all learners. Onsite or remote, our coaching provides a flexible and sustainable vehicle to extend professional learning for both teachers and leaders.

Coaching & Professional Development





Thank You!



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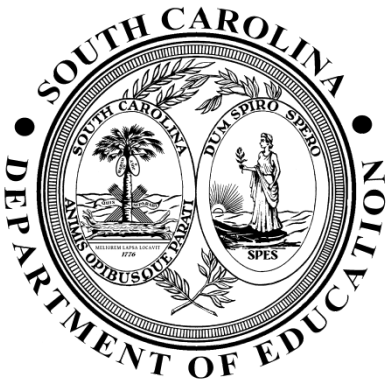
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Questions

Please email SCEANS@ed.sc.gov with any questions or issues regarding the EANS Program

Please email SCEANS@catapultlearning.com with any questions regarding the services Catapult Learning provides, or to schedule a planning meeting with them