

Section: Narratives - Needs Assessment

Introduction

The findings of a recent study showed that there is a significant benefit to students who participate in out-of-school-time (OST) programs. In fact, the [Return on Investment of Afterschool Programs in Pennsylvania](#) study determined that for every dollar invested in after-school programming for students there was a return of \$6.69 in potential benefits to students, including reduced rates for drop-outs, teen pregnancy, substance abuse, crime and delinquency ([Link to PSAYDN.org](#)).

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 \$50,000,000 or one percent (1%) of Pennsylvania's ARP Elementary and Secondary School Education Relief (ESSER) State Reserve funds to support school districts, charter schools and cyber charter schools (collectively, LEAs) in the development and implementation of comprehensive after-school programs to 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, 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 programming, 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

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 students' needs since March 2020.

Indicators of Impact

1. Describe how the LEA identified students for inclusion in after-school programming. Include a brief description of the indicators used in the decision-making process.

The LEA will use Fall 2021/Winter 2021-22 academic data from a variety of assessments and curricular sources to identify students that based on the data are in need of additional support and instruction. The data sources will include (but not limited to) MAP (Measurement of Academic Progress) Math and Reading, i-Reading Diagnostic Assessment Math and Reading, Spring 2021 PSSA, Grade level curricular assessments Math and Reading, course grades, teacher/guidance counselor observations and recommendations. In addition, student demographics, including ethnicity, socio-economic status, and students with special needs or English Language services will be correlated with the academic data to ensure that underserved students who may have been disproportionately impacted by the loss of instruction have access to and receive needed support and services.

Section: Narratives - After-school Program

After-school Program Questions: In this section, LEAs are asked to describe the activities they have designed to provide after- school programming for their students.

2. Identify the target student-group for the summer school program. Will the focus be on academic growth, social and emotional wellness, or some other factor to support student growth? For each group, provide specific strategies that were used or will be used to identify and measure impacts.

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
Children from Low-Income Families	Academic Growth	20	Academic data from Fall MAPS, i-Ready, Curricular assessments will be used to identify students, in addition the academic data will be correlated to the socio-economic status to identify students who have been disproportionately affected.
English Learners	Academic Growth	12	Academic data from Fall MAPS, i-Ready diagnostic, curricular assessments and ACCESS Testing data will be correlated to identify students who have been disproportionately impacted.
			Academic data from Fall MAPS, i-Ready, Curricular assessments will be used to identify students, in addition

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
Major Racial and Ethnic Groups	Academic Growth	15	the academic data will be correlated with the ethnicity of the students to identify students who have been disproportionately affected.
Children with Disabilities	Academic Growth	7	Academic data from Fall MAPS, i-Ready, Curricular assessments will be used to identify students, in addition the academic data will be correlated to the IEPP progress monitoring data to identify students who have been disproportionately affected.

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

Certified teachers will use Guided Reading, Leveled Literacy Intervention, i-Ready Reading and Math, Envisions Math Curriculum, Read 180, Big Ideas Math Curriculum to support student academic growth and skill recovery during the after-school tutoring sessions.

4. Describe the staff that will provide the after- school program (i.e., Internal staff or outside resources).

Number of Staff Members	Internal/Outside Provider	Role
		Certified teachers will provide tutoring and instructional

Number of Staff Members	Internal/Outside Provider	Role
15	Internal	support in reading and math to small groups of students based on student needs. Supporting the grade level curriculum with a focus on skill recovery.



a. The LEA assures it understands it is responsible to offer the work to its internal employees prior to engaging outside entities.



b. The LEA assures it understands it is responsible to ensure that all after-school program staff hold the appropriate certifications for the program that is being delivered.

5. How will the LEA assess the success of the after-school program? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Curricular Assessments in Math	End of Unit Assessments	Students will demonstrate growth in terms of skill and standards mastery.
MAP Reading and Math	End of Year Assessment	Students will demonstrate academic growth based on their end of year RIT score.
PSSA Math and Reading	Spring 2021	Students will demonstrate PVAAS growth towards proficiency and standards mastery.
Keystone Math	Spring 2021	Students will demonstrate growth towards proficiency and

Tool Used to Evaluate Success	Frequency of Use	Expected Results
		standards mastery.

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

Parents will be notified that their child has been identified as eligible based on their academic performance for after school tutoring. Parents will be asked to provide confirmation that they are aware that their child is eligible to receive their services and agree to support their child's regular attendance in the program. If a parent declines a school guidance counselor will contact the parent to ensure that there is not an access issue and to try to resolve any issue that may prevent the child from attending. In addition the parents will be provide communication concerning the content and focus of the academic support that their child is receiving along with progress communications and tips for the parents on ways that they can support their child.

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget

\$11,466.00

Allocation

\$11,466.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$9,172.00	Salaries for the LEA's certified teachers who will be providing the after school instruction.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$2,294.00	Benefits for the LEA's certified teachers who will be providing the after school instruction.
		\$11,466.00	

Section: Budget - Support and Non-Instructional Expenditures

Support and Non-Instructional Expenditures

Budget

\$11,466.00

Allocation

\$11,466.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
		\$	
		\$0.00	

Section: Budget - Budget Summary
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	\$9,172.00	\$2,294.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$11,466.00
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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support	\$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
Services								
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

	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
	\$9,172.00	\$2,294.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$11,466.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$11,466.00