

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 return to the 2021-2022 school year and scores from the Spring 2021 PSSA showed a marked decrease in proficiency in mathematics for students attending the district elementary schools when compared to the decreases in English Language Arts. The planning committee felt it would best suite our students' needs to change strategy for After School Programming at the elementary level to focus specifically on mathematics. The decision to focus after school programming in grades 1-5 on mathematics was made due to the supports already in place for literacy support and accelerated learning. The district adopted a new literacy program, ARC Core, and has a solid MTSS process focusing on evidence-based literacy interventions and certified Reading Specialists for students. The MTSS process for mathematics is starting at the K-5 level, but without designated math interventionists and little WIN time focused on mathematics, the need to focus After School Programming on math became more apparent. Students chosen for participation in the After School Program for mathematics was based on their scores in I-Ready Math and Acadience Math assessments, similar to those chosen to participate in Summer Academy. We looked at students who scored at least one grade level below expectations in both I-Ready Math and Acadience Math to invite the students to participate. Students in grades 6-12 have open invitations for After School Programming. In grades 6-8 we have teachers to focus on After School Tutoring in both mathematics and English Language Arts. All students are able to access this after school help for these courses. Students who are failing or have noticeable struggles in understanding the core material have been asked specifically to stay after for additional help even though the program is open to all students. Students in grades 9-12 have After School Tutoring in Foreign Language, English Language Arts, Math, and Science. Similar to the Middle School, this tutoring is available to all students, though ones who are currently struggling with their core coursework are urged to attend by their teachers.

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	150	Students in grades 1-5 have a structured after school program focused on mathematics. Students are progressed monitored utilizing Acadience Math Progress Monitoring Tools as well as iReady Math and Acadience benchmarking at MOY and EOY

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

After School Program teachers will be utilizing data from iReady and the in person lessons to create CRA activities and math talks for students to complete during their after school program. This inf

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
15	Internal	Teachers for after school programming

Number of Staff Members	Internal/Outside Provider	Role



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
District progress monitoring assessments	biweekly	students will take pre and post assessments and show mastery of concept on post assessment.
IReady	triannual	Students exceeding expected growth from beginning of year to middle of year and end of year.
Acadience Math	triannual	Students moving closer to grade level proficiency at mid-year and end of year.
Marking period grades	quarterly	Middle and High School Students attending After School Tutoring will be monitored in their coursework and are expected to have passing grades in their coursework.

Tool Used to Evaluate Success	Frequency of Use	Expected Results

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

Teachers will be emailing and meeting with families to provide them with information on the activities that students are completing in the After School Program. Families in the middle and high school will have the After School Tutoring program promoted if their student(s) is struggling in their coursework. This will happen via email, phone calls, and CST meetings.

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget

\$72,948.00

Allocation

\$72,948.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$48,875.31	Salaries for extra teacher hours for after school programming
1000 - Instruction	200 - Benefits	\$24,072.69	Benefits for extra teachers hours for after school programming.
		\$72,948.00	

Section: Budget - Support and Non-Instructional Expenditures

Support and Non-Instructional Expenditures

Budget

\$72,948.00

Allocation

\$72,948.00

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	\$48,875.31	\$24,072.69	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$72,948.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
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
	\$48,875.31	\$24,072.69	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$72,948.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$72,948.00