

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.

All of the afterschool programs are focused on academic and social-emotional needs. Students are identified for tutoring and/or any other academic/social-emotional program by teachers' recommendations based on grades and/or Measures of Academic Progress (MAP) scores. Additionally, they are also identified by the guidance counselor, instructional support teacher, SAP team, special education coordinator, principals, and/or parents who request specific assistance due to indicators that may again include grades, MAP scores, poor attendance, behavior concerns, outside stressors, medical concerns, etc.

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	Student goal setting and progress monitoring will be used to support and track growth.
Children from Low-Income Families	Academic Growth	30	Students will record current grades/assignment completion each time he/she attends the tutoring session with the expectation that understanding will increase as evidenced by the increased completion of assignments and improved grades; daily attendance will be tracked. Student attendance will also be shared with classroom teachers to see if improvements are being made in their core content studies.
Children with Disabilities	Academic Growth	10	Student goal setting and progress monitoring will be used to support and track

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
			growth.
Children from Low-Income Families	Emotional Wellness	50	ELA - direct/explicit instructions using teacher-made materials, activities to increase phonological awareness, fluency, vocabulary, reading comprehension, oral language skills, and writing. Math - direct instructions of problem-solving strategies that identify essential versus non-essential information.
Children from Low-Income Families	Academic Growth	10	Through the establishment of a book club, reading and comprehension will be monitored on a weekly basis.

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

Math: Direct instruction, online programs, teacher-made materials that support learning of problem-solving, application, and extensions through real-world experiences. ELA: Direct/explicit instruction using teacher-made materials, online programs, leveled readers, and activities to increase phonological awareness, fluency, vocabulary, reading comprehension, oral language skills, and writing.

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
2	Internal	first-grade teachers
3	Internal	7-12 grade math teachers
2	Internal	7-12 English teachers
2	Internal	Second-grade teachers
1	Internal	Elementary K-6 teacher
1	Internal	7-12 high school English teacher



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
Students will record current grades/assignment completion	Each time he/she attends the tutoring session	Understanding will increase as evidenced by the increased completion of assignments and improved grades;
Attendance will be tracked	Daily	As attendance increases, improvements should be made

Tool Used to Evaluate Success	Frequency of Use	Expected Results
		in their core content studies.
Students will set goals for tutoring sessions	Daily	Understanding will increase as evidenced by the increased completion of assignments and improved grades
Peer Book Club discussions	Weekly	Reading and comprehension will increase.
Phonological Assessment	3 times	Scores will increase from 1 assessment to the next.

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

Parents will be informed of student participation and progress and be updated through data and discussion about growth and improvements. Parental concerns will be addressed during tutoring sessions.

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget
 \$19,803.00
Allocation
 \$19,803.00

Budget Over(Under) Allocation
 \$0.00

Budget Overview

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$18,250.00	teacher hourly rate to facilitate afterschool programs
1000 - Instruction	600 - Supplies	\$1,553.00	supplies for afterschool programs
		\$19,803.00	

Section: Budget - Support and Non-Instructional Expenditures

Support and Non-Instructional Expenditures

Budget
\$19,803.00
Allocation
\$19,803.00

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	\$18,250.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,553.00	\$0.00	\$19,803.00
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
	\$18,250.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,553.00	\$0.00	\$19,803.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$19,803.00