

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.

Students who are identified as academically struggling and students who are identified as chronically truant are offered either after school tutoring (group), 1:1 virtual, or 1:1 in-person tutoring. Certified teachers facilitate both the after-school and 1:1 tutoring program. Students identified for the 1:1 program needed to be in jeopardy of failing and/or have low benchmark data to receive services. Tutors work with classroom teachers to prepare for sessions and are required to document student progress. Tutoring continues on a weekly basis until the student, parents, and teachers feel that tutoring services are no longer required. The criteria for student dismissal will be based on the students' ability to perform on-level in the classroom. Students can return to the tutoring program at any time if the need arises. Students who are quarantined due to COVID-19 regulations will also be offered 1:1 or small group tutoring after school by their teacher on an as-needed basis. This is a short-term intervention used to prevent students from falling behind during remote instructional days. Teacher's will use student performance data to determine students' needs. Tutoring will discontinue upon return to in-person instruction. If a teacher feels the child needs a more consistent tutoring program, they can refer the child for the 1:1 tutoring program through the guidance department. MASD will also introduce an after school program based on interest-based learning and exploration in order to increase attendance and student engagement. This program will allow students to create connections with their peers and teachers in an informal learning environment in order to meet the SEL needs of students. Sample activities include but are not limited to: E-Sports, Lego Club, guitar club, fashion design, 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.

- 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	1,200	local assessment data Aimsweb data iReady data parent feedback teacher feedback
Children from Low-Income Families	Emotional Wellness	200	Increased attendance Increased student engagement

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

Teachers will utilize classroom resources from the Board approved, research-based district curriculum to support student growth. Students who are identified as having a gap in a specific skill area will be offered remediation in the area of need. (Read Naturally, LLI, IXL, etc.) Teachers will create high-interest, engaging after-school programs utilizing resources that enhance student engagement and increase participation. This is program is available to all students.

- 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
58	Internal	MASD classroom teachers will provide after-school tutoring to

Number of Staff Members	Internal/Outside Provider	Role
		children in the district.
15	Internal	MASD classroom teachers will facilitate the after-school program.



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
Report Card Data	4 times per year	The students will demonstrate proficiency on curriculum-based assessments as established by our school district report card.
Benchmark Data	3 times per year	Students will complete various benchmark assessments that have been established for each grade level. These assessments include Aimsweb and iReady diagnostic tools and are administered in the fall, winter, and spring.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Attendance Data	On-going throughout the school year	Increased student attendance Improved student engagement

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

Families will be notified about the program through both written and verbal communication. Teachers are required to call parents to discuss their concerns and recommend the after-school tutoring program. A letter that explains the program and its goals will be sent home to collect specific contact information, scheduling preferences, and approval to participate. Communication is on-going, as the sessions are arranged on a weekly basis. Student progress is also monitored and communicated to parents throughout mid-marking and quarterly reports. All students in grades K-12 will be invited to participate in the after-school program. Written communication will be sent home to parents inviting students to participate. Transportation will be provided for after-school activities to increase accessibility and participation.

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget

\$38,389.00

Allocation

\$38,389.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$20,000.00	Salary for teachers and staff for after school programs
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$8,432.00	Payroll benefits for the salary for teachers and staff for after school programs
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$9,957.00	Learning materials and supplies for after school activities
		\$38,389.00	

Section: Budget - Support and Non-Instructional Expenditures

Support and Non-Instructional Expenditures

Budget
\$38,389.00
Allocation
\$38,389.00

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	\$20,000.00	\$8,432.00	\$0.00	\$0.00	\$0.00	\$9,957.00	\$0.00	\$38,389.00
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
	\$20,000.00	\$8,432.00	\$0.00	\$0.00	\$0.00	\$9,957.00	\$0.00	\$38,389.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$38,389.00