

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.

Continued learning needs will be identified through student/teacher collaboration using data which may include: formative assessments, benchmark tests, and summative assessments to provide valid measures for tailored instructional interventions. As a result of remediation opportunities, the student's academic progress and growth in the identified area of need will be measurable and significant through classroom evidence, assessment data, and observations completed on the student's academic achievement while participating in the remediation program. Teachers will analyze data through evidence based recommendations to provide additional opportunities to guide future instruction for students in need of ongoing interventions in the classroom or continued remediation opportunities.

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	Emotional Wellness	290	Emotional support provided through teacher, counselor, and family recommendations. Involvement in school-based activities, internal and external counseling services, and additional school community opportunities will provide measurable student social progress and growth.
Children from Low-Income Families	Academic Growth	290	Identified through student/teacher collaboration using data which may include: formative assessments, benchmark tests, and summative assessments to provide valid measures for tailored instructional interventions. Measured through classroom evidence, assessment data, and

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
			observations completed.
Children with Disabilities	Academic Growth	122	Identified through student/teacher collaboration using data which may include: formative assessments, benchmark tests, and summative assessments to provide valid measures for tailored instructional interventions. Measured through classroom evidence, assessment data, and observations completed.
Children with Disabilities	Emotional Wellness	122	Emotional support provided through teacher, counselor, and family recommendations. Involvement in school-based activities, internal and external counseling services, and additional school community opportunities will provide measurable student social progress and growth.
			Identified through student/teacher

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
English Learners	Academic Growth	4	collaboration using data which may include: formative assessments, benchmark tests, and summative assessments to provide valid measures for tailored instructional interventions. Measured through classroom evidence, assessment data, and observations completed.
English Learners	Emotional Wellness	4	Emotional support provided through teacher, counselor, and family recommendations. Involvement in school-based activities, internal and external counseling services, and additional school community opportunities will provide measurable student social progress and growth.
			Identified through student/teacher collaboration using data which may include: formative assessments, benchmark tests, and summative

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
Students Experiencing Homelessness	Academic Growth	4	assessments to provide valid measures for tailored instructional interventions. Measured through classroom evidence, assessment data, and observations completed.
Students Experiencing Homelessness	Emotional Wellness	4	Emotional support provided through teacher, counselor, and family recommendations. Involvement in school-based activities, internal and external counseling services, and additional school community opportunities will provide measurable student social progress and growth.
Youth in Foster Care	Academic Growth	3	Identified through student/teacher collaboration using data which may include: formative assessments, benchmark tests, and summative assessments to provide valid measures for tailored instructional interventions. Measured through

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
			classroom evidence, assessment data, and observations completed.
Youth in Foster Care	Emotional Wellness	3	Emotional support provided through teacher, counselor, and family recommendations. Involvement in school-based activities, internal and external counseling services, and additional school community opportunities will provide measurable student social progress and growth.

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

Evidence-based resources will include student artifacts, assessment data, and observations to determine if gaps are being bridged through the after-school remediation program geared towards that student's specific learning needs with one-on-one approaches.

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
10	Internal	After-school teaching and one-on-one tutoring.
		Additional cross-curricular

Number of Staff Members	Internal/Outside Provider	Role
1	External Provider	activities provided through hands-on learning.



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
Observation	Constant	Ability to identify growth and potential areas of recoupment and/or regression in order to provide continuous remediation.
Assessment Data	Daily	Daily informal data gathering and periodic formal data gathering through formative assessments will provide measurable goals to be met.

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

Teachers in the LEA will collaborate and communicate with families on benefits of the program as it relates to their student's academic and social growth and overall well-being. The LEA will encourage participation through social media outlets, district-wide all-calls, and direct contact

with those families whose student has been identified as having additional needs.

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget

\$15,985.00

Allocation

\$15,985.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$8,200.00	These funds will be utilized to compensate highly qualified teachers and other staff members for additional hours required to ensure a successful after-school teaching and remediation program.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$7,785.00	These funds will be utilized to compensate highly qualified teachers and other staff members for additional hours required to ensure a successful after-school teaching and remediation program.
		\$15,985.00	

Section: Budget - Support and Non-Instructional Expenditures

Support and Non-Instructional Expenditures

Budget
\$15,985.00
Allocation
\$15,985.00

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	\$8,200.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$8,200.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$7,785.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$7,785.00
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
	\$15,985.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$15,985.00
				Approved Indirect Cost/Operational Rate: 0.0000				\$0.00
				Final				\$15,985.00