

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 Upper Adams School District created a program outside of the school day to provide remediation to students in need of English Language Arts (ELA) & Mathematics supports. Students were identified for the program received a basic or below-basic score on the Spring, 2021 Pennsylvania State System of Assessment (PSSA). In addition, students were considered for the program based on their benchmark scores at the beginning of the 2021-2022 school year through local and curriculum-based assessments. Students who did not score at the proficiency level on these assessments were identified as well. Assessments included benchmark assessments from the Singapore Math Program, Math in Focus, Wonders Reading Benchmark Assessments, diagnostic assessments through Freckle, and locally developed assessments for specific grade level/curriculum purposes. The needs assessment identified above will be utilized during the 2022-2023 and 2023-2024 school years as well as the Upper Adams School District plans to continue the outside of the school day programs for an additional two years at a minimum. Students who achieved proficiency and did not qualify for the initial invitation were invited as student commitment levels changed from those who were initially invited.

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
English Learners	Academic Growth	30	The Upper Adams School District will implement an outside of the school day program designed for students who need additional support in the areas of English Language Arts (ELA) & Mathematics supports. Students will be identified for the program by receiving a basic or below-basic score on the Pennsylvania State System of Assessment (PSSA). In addition, students will be considered for the program based on their benchmark scores at the end of the school year through local universal screenings, and curriculum-based assessments. Students who did not score at the proficiency level on these assessments will be identified as well.

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
			Assessments will include benchmark assessments from the Wonders Reading Benchmark Assessments, diagnostic assessments through Dynamic Indicator of Basic Literacy Skills (D.I.B.E.L.S.) and Fountas & Pinnell, and locally developed assessments for specific grade level/curriculum purposes. The Pennsylvania Value-Added Assessment (PVAAS) was also analyzed, as needed, to determine the level of growth in reading and math proficiency.
			The Upper Adams School District will implement an outside of the school day program designed for students who need additional support in the areas of English Language Arts (ELA) & Mathematics supports. Students will be identified for the program by receiving a basic or below-basic score on the Pennsylvania State

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	30	System of Assessment (PSSA). In addition, students will be considered for the program based on their benchmark scores at the end of the school year through local universal screenings, and curriculum-based assessments. Students who did not score at the proficiency level on these assessments will be identified as well. Assessments will include benchmark assessments from the Wonders Reading Benchmark Assessments, diagnostic assessments through Dynamic Indicator of Basic Literacy Skills (D.I.B.E.L.S.) and Fountas & Pinnell, and locally developed assessments for specific grade level/curriculum purposes. The Pennsylvania Value-Added Assessment (PVAAS) was also analyzed, as needed, to determine the level of growth in reading and math proficiency.

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 with Disabilities	Academic Growth	30	The Upper Adams School District will implement an outside of the school day program designed for students who need additional support in the areas of English Language Arts (ELA) & Mathematics supports. Students will be identified for the program by receiving a basic or below-basic score on the Pennsylvania State System of Assessment (PSSA). In addition, students will be considered for the program based on their benchmark scores at the end of the school year through local universal screenings, and curriculum-based assessments. Students who did not score at the proficiency level on these assessments will be identified as well. Assessments will include benchmark assessments from the Wonders Reading Benchmark Assessments, diagnostic assessments 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
			Dynamic Indicator of Basic Literacy Skills (D.I.B.E.L.S.) and Fountas & Pinnell, and locally developed assessments for specific grade level/curriculum purposes. The Pennsylvania Value-Added Assessment (PVAAS) was also analyzed, as needed, to determine the level of growth in reading and math proficiency.

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

The Upper Adams School District will utilize small group instruction to develop foundational reading/literacy skills using the Dynamic Indicators of Basic Early Literacy Skills (D.I.B.E.L.S.) as the targeted indicators for phonics. Graphic organizers, retelling, and summarizing will be utilized to grow comprehension strategies with the students. In Mathematics, the concrete-pictorial-abstract framework will be utilized for foundational mathematics skills as well as simple numeracy strategies such as number identification, number fluency, and general automaticity with mathematic computation. A scaffolding learning style approach will be the center of the program/lesson design with an emphasis on foundational components to replace inaccurate or missing educational experiences in these content areas. Digital tools will be integrated as appropriate into lesson development. Collaboration with families to sustain the anticipated progress will occur so repetition and consistency of the knowledge acquisition can continue.

- 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	Instructor

Number of Staff Members	Internal/Outside Provider	Role
3	Internal	Instructional Aide



- 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
Dynamic Indicator of Basic Literacy Skills (D.I.B.E.L.S.)	Minimum Twice A Year	Progressive Increase Across All Indicators
Benchmark Assessments	Minimum Twice A Year	Progressive Increase Between Assessments

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

The Upper Adams School District will communicate with families through newsletters in the student's native language, parent-teacher conferences with interpreters provided as needed, phone calls, family activity days, and sharing/explaining any available assessment results. In addition, the Upper Adams School District will provide families, as appropriate, hands-on activities they can do together to support their students with sustaining reading/literacy or mathematics proficiency.

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget

\$19,120.00

Allocation

\$19,120.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$12,500.00	Salaries For Staff Members Working With The Outside Of The School Day Program
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$3,380.00	Benefits for staff members working with the outside of the school day program
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$2,240.00	Contracted support services for staff members working with the outside of the school day program
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$1,000.00	Supplies for outside of the school day program
		\$19,120.00	

Section: Budget - Support and Non-Instructional Expenditures

Support and Non-Instructional Expenditures

Budget

\$19,120.00

Allocation

\$19,120.00

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	\$12,500.00	\$3,380.00	\$2,240.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$19,120.00
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
	\$12,500.00	\$3,380.00	\$2,240.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$19,120.00
				Approved Indirect Cost/Operational Rate: 0.0000				\$0.00
				Final				\$19,120.00