

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.

As a district, we decided to target our middle and high school students to increase opportunities for after school support services beyond our clinic, which occurs one to two times weekly. Middle school students will be identified for inclusion in after-school programming by their guidance counselors using information provided by each student's team of teachers. Teachers will identify students who are struggling academically, at-risk for failing classes, and who could benefit from receiving additional support via tutoring services. The high school students will have the opportunity to work with peer tutors during added evening library hours. Teachers will recommend students for peer tutoring, but students can also take initiative and schedule time with a peer tutor based on their needs.

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	Some Other Factor	10	Our focus is both academic growth and emotional wellness. Each student will be assigned a tutor who will work with that student based areas of need. Counselors will use information from teacher teams and student grades to measure impacts. We are targeting students with greatest need. Some may be from low-income families, and some may not. The student group options did not provide a choice for academically struggling students.
Children with Disabilities	Some Other Factor	10	Our focus is both academic growth and emotional wellness. Each student will be assigned a tutor who will work with that student based areas of need. Counselors will use information

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
			from teacher teams and student grades to measure impacts.
English Learners	Some Other Factor	10	Our focus is both academic growth and emotional wellness. Each student will be assigned a tutor who will work with that student based areas of need. Counselors will use information from teacher teams and student grades to measure impacts.

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

In the after-school tutoring program, undergraduate students from Delaware Valley University who are currently enrolled in a teacher preparation program will meet one on one with identified middle school students two times a week for 45 minute sessions to help students in the following areas: Identify academic areas of need Prioritize assignments to complete and submit Gain access to study skills and work habits that will lead to success Get the necessary reteaching/instruction in order to complete homework, missing assignments, and upcoming assignments Reflect on their progress and the strategies they employed that led to success. The extension of the library hours into the evening will provide a designated space for students to work with a peer tutor at the high school level. Peer tutoring, which is an effective learning strategy, will target individual student needs.

- 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
		Middle School counselors will coordinate the program at

Number of Staff Members	Internal/Outside Provider	Role
3	Internal	each middle school matching tutors to students and monitoring the program. High school library assistant will monitor and support students using the evening library hours for tutoring.
20	External Provider	Undergraduate students enrolled in the teacher preparation program from a local university will provide one on one tutoring to identified students.



- 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
Student Grades	Quarterly	Students at risk of failing one or more classes will improve their grades.

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

Middle school guidance counselors will work with families of the identified students to explain the tutoring program logistics and goals. They will answer any questions from parents and will provide families with an update on student progress throughout the duration of the program. Each high school will communicate the evening hours and tutoring available for students to both students and their parents.

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget

\$24,589.00

Allocation

\$24,589.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$23,000.00	Salaries to support the counselors coordinating the after school program and the library assistant managing evening library hours.
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$1,589.00	Benefits to support the counselors coordinating the after school program and the library assistant managing evening library hours.
		\$24,589.00	

Section: Budget - Support and Non-Instructional Expenditures

Support and Non-Instructional Expenditures

Budget

\$24,589.00

Allocation

\$24,589.00

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	\$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	\$23,000.00	\$1,589.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$24,589.00
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
	\$23,000.00	\$1,589.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$24,589.00
				Approved Indirect Cost/Operational Rate: 0.0000				\$0.00
				Final				\$24,589.00