

## 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 Wilson Area School District will use the following indicators to determine students for inclusion in after-school programming.1. Attendance - students with poor school attendance will be targeted for inclusion into the after-school programs to provide these students with a different approach to learning that addresses their SEL needs in order to give them a reason to improve attendance2. Course grades - Students that saw a significant grade drop in the previous year as well as students struggling in the current school year will be identified3. Beginning of the year and follow-up benchmark assessments - students that show a significant discrepancy in meeting end of the year standards will be identified4. SAP referrals - Students showing social, emotional, and mental health concerns will be identified to determine if these issues are affecting learning outcomes and if they would appear to participate and benefit from SEL based activities within the after school programming5. Teacher and administrator recommendation - Teacher and administrators using classroom data indicating student needing additional academic support to complete assignments or build content knowledge and skills.

**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	150	<p>The strategy that will be used is small-group after-school tutoring with specific academic focus for each session (Math or ELA). Effectiveness and impact will be measured using three specific data sources: (1) Improvement in grades for the subject focus during tutoring, (2) Improvement on benchmark assessments for tutored subject, (3) Feedback from subject level teacher on student's progress in the subject specific class</p>
			<p>The strategy that will be used is small-group after-school tutoring with specific academic focus for each session (Math or ELA). Effectiveness and impact will be measured using three</p>

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
Major Racial and Ethnic Groups	Academic Growth	100	<p>specific data sources:            (1) Improvement in grades for the subject focus during tutoring,            (2) Improvement on benchmark assessments for tutored subject, (3) Feedback from subject level teacher on student's progress in the subject specific class</p>
Children with Disabilities	Academic Growth	50	<p>The strategy that will be used is small-group after-school tutoring with specific academic focus for each session (Math or ELA). Effectiveness and impact will be measured using three specific data sources:            (1) Improvement in grades for the subject focus during tutoring,            (2) Improvement on benchmark assessments for tutored subject, (3) Feedback from subject level teacher on student's progress in the subject specific class</p>
			<p>The strategy that will be used is small-group after-school tutoring with specific academic</p>

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	20	focus for each session (Math or ELA). Effectiveness and impact will be measured using three specific data sources: (1) Improvement in grades for the subject focus during tutoring, (2) Improvement on benchmark assessments for tutored subject, (3) Feedback from subject level teacher on student's progress in the subject specific class
Children from Low-Income Families	Emotional Wellness	150	The strategy that will be used is a combination of Social Emotional Learning small groups and after-school activities
Major Racial and Ethnic Groups	Emotional Wellness	100	The strategy that will be used is a combination of Social Emotional Learning small groups and after-school activities
Children with Disabilities	Emotional Wellness	50	The strategy that will be used is a combination of Social Emotional Learning small groups and after-school activities

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	Emotional Wellness	20	The strategy that will be used is a combination of Social Emotional Learning small groups and after-school activities

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

Small group tutoring Second Step SEL RTII using phonics based interventions for reading (K-4) and "Science of Reading" content

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
25	Internal	Tutors SEL Presenters After-school activity facilitators



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 Cards	3	Improvement on grades in the content area focused on within the tutoring program
Study Island Benchmarking	3	Improvement on benchmark scores
Acadience progress monitoring	16	Steady improvement that is above the aimline
Acadience Benchmark	2	Improvement on benchmark scores moving up one level
Teacher feedback through progress monitoring within subject specific class	8	Steady improvement on the various progress monitoring tools used within the subject specific class

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

Children will be selected based on individual needs. Families will be contact by the school guidance counselor, principal, or teacher inviting the child to the after school program. Parent will need to provide permission and agree to attendance requirement. Information highlighting the program and the opportunities students will have will be highlighted.

**Section: Budget - Instruction Expenditures**

Instruction Expenditures

**Budget**

\$50,378.00

**Allocation**

\$50,378.00

**Budget Over(Under) Allocation**

\$0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$10,800.00	Salary for Elementary After-School Tutors
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$4,600.00	Benefits for Elementary After-School Tutors
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$1,400.00	Salary for High School After-School Tutors
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$590.00	Benefits for High School After-School Tutors
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$20,500.00	Salary for Intermediate School After-School Tutors



<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$8,700.00	Benefits for Intermediate School After-School Tutors
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$988.00	Supplies for After School Tutoring
		<b>\$47,578.00</b>	

**Section: Budget - Support and Non-Instructional Expenditures**

Support and Non-Instructional Expenditures

**Budget**

\$50,378.00

**Allocation**

\$50,378.00

**Budget Over(Under) Allocation**

\$0.00

Budget Overview

Function	Object	Amount	Description
2700 - Student Transportation	100 - Salaries	\$2,000.00	Salaries for transportation from after-school tutoring program
2700 - Student Transportation	200 - Benefits	\$800.00	Benefits for transportation from after-school tutoring program
		<b>\$2,800.00</b>	

**Section: Budget - Budget Summary**  
**BUDGET SUMMARY**

	<b>100 Salaries</b>	<b>200 Benefits</b>	<b>300 Purchased Professional and Technical Services</b>	<b>400 Purchased Property Services</b>	<b>500 Other Purchased Services</b>	<b>600 Supplies 800 Dues and Fees</b>	<b>700 Property</b>	<b>Totals</b>
<b>1000 Instruction</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY</b>	\$32,700.00	\$13,890.00	\$0.00	\$0.00	\$0.00	\$988.00	\$0.00	\$47,578.00
<b>1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1300 CAREER AND TECHNICAL EDUCATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1400 Other Instructional Programs – Elementary / Secondary</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1600 * ADULT EDUCATION PROGRAMS</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1700 Higher Education Programs</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1800 Pre-K</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2000 SUPPORT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2100 SUPPORT SERVICES – STUDENTS</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2200 Staff Support</b>	\$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
<b>Services</b>								
<b>2300 SUPPORT SERVICES – ADMINISTRATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2400 Health Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2500 Business Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2600 Operation and Maintenance</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2700 Student Transportation</b>	\$2,000.00	\$800.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,800.00
<b>2800 Central Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3000 OPERATION OF NON-INSTRUCTIONAL SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3100 Food Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3200 Student Activities</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3300 Community Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES</b>	\$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
	\$34,700.00	\$14,690.00	\$0.00	\$0.00	\$0.00	\$988.00	\$0.00	\$50,378.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$50,378.00