

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.

An after-school program for Secondary English Learner students is included in this grant. The most recent Future Ready PA Index measures (2019) indicate that both middle school and high school ELs are not meeting the statewide English Language Growth targets. Only 12% of English Language Learners at the middle school met goal targets in 2019; only 13% of English Language Learners at the high school met goal targets in 2019. The performance comparison at both schools indicates a decrease in performance from the previous school year for the All Student Group as well as for the Hispanic and Economically Disadvantaged subgroups. Moreover, based partly on this performance trend, the middle school is designated as a TSI school. Additionally, the high school is designated as an A-TSI school. Since secondary English Learners have a limited time to reach language proficiency due to number of years in the program as well as the fact that often secondary English Learners do not make the same annual growth gains as their younger counterparts, secondary ELs are the focus of this after-school programming. Due to the emphasis of reading on grade level by grade 3 and also the need to develop basic math computation skills, an after-school program for Special Education students as well as English Learners at the elementary level are also included in this grant. The most recent Future Ready Index data (2019) indicates that while our second- and third-grade students are meeting the statewide targets for proficiency, the all student group did see a decrease in reading performance from the previous year. Moreover, students with disabilities are not meeting the statewide targets in reading and math and demonstrated a downward trend from the previous year. While our fourth- and fifth-grade students are also meeting state proficiency targets, students with disabilities are not, and special needs' students in the area of mathematics also showed a downward trend. Therefore, an after-school program for special education students K-12 but primarily K-5 is another focus of this grant. An after-school program in the areas of STEM is included in this grant. While the Future Ready Index at Zephyr Elementary indicates that the "all student group" is meeting statewide goals in the area of science, a deeper analysis reveals that the diverse subgroups (Black, Hispanic, Economically Disadvantaged, ELs, & Students with Disabilities) are not making adequate progress. Further, at the Whitehall-Coplay Middle School, the "all student group" is not making adequate progress in the area of science, and an analysis of the subgroups also indicates that diverse subgroups (Hispanic, Economically Disadvantaged, ELs, & Students with Disabilities) are not making adequate progress in the area of science. Additionally, the data at Whitehall High School only indicates that 46.3% of students are making progress towards biology goals and all subgroups are in red and downward trending. Therefore, a STEM after-school program is being included in this grant.

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 | WIDA Language Proficiency levels & growth comparative data |
| Children with Disabilities | Academic Growth | 30 | i-Ready Growth Goals in reading and math; report card grades |
| Major Racial and Ethnic Groups | Academic Growth | 120 | Pre-/Post-Assessment and/or a checklist of skills learned during the STEM after-school program |
| Children from Low-Income Families | Academic Growth | 120 | Pre-/Post-Assessment and/or a checklist of skills learned during the STEM after-school program |

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

For ELs, small group tutoring will be provided that focuses on the 4 language domains of reading, writing, speaking, and listening. Explicit comprehension strategy instruction, vocabulary development (including high utility academic vocabulary and word-learning strategies), and oral language development will be the focus of the small group tutoring sessions. Providing targeted small-group explicit interventions for struggling ELs will include

specific accommodations to meet the needs of ELs. For students with disabilities, small group tutoring will be provided that focuses on individual academic growth needs. For STEAM after-school program participants, hands-on resources will be used to develop STEAM competencies.

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 |
|-------------------------|---------------------------|--|
| 3 | Internal | ESL Specialist |
| 3 | Internal | Special Education Teacher |
| 16 | Internal | STEM Facilitator |
| 3 | External Provider | DaVinci Science Center Facilitator @ 3 schools |
| 2 | External Provider | Mad Science Faciliator @ 2 schools |
| 1 | Internal | Nurse on staff during after-school programs |



- 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 |
|--|--------------------------------------|---|
| WIDA Access Scores | 1x a year | Students will meet language growth targets |
| i-Ready and/or Fast Bridge Reports | 3x a year | Students will meet their growth target goals. |
| Pre-/Post-Assessment and/or a checklist of skills learned during the STEM after-school program | 1-2X per STEAM after-school sessions | Students will demonstrate growth from pre- to post-test and/or demonstrate competencies on the checklist. |

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

It is the belief of the district that communication with families is essential. Through parent communication, the district will engage families, so that they can support their children. Progress on meeting language and skill goals will be shared with families via WIDA results, which can be sent in the families' home language. i-Ready growth reports will be shared with families as well. Whenever possible, visual graphics will be included in family reports to make the content more understandable. Finally, the results of the STEM competencies will be shared with families.

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget

\$79,775.00

Allocation

\$79,775.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

| Function | Object | Amount | Description |
|--|---|-------------|---|
| 1400 - Other Instructional Programs – Elementary / Secondary | 100 - Salaries | \$7,251.00 | salaries for ESL staff |
| 1400 - Other Instructional Programs – Elementary / Secondary | 600 - Supplies | \$683.45 | supplies for ESL after-school tutoring |
| 1400 - Other Instructional Programs – Elementary / Secondary | 100 - Salaries | \$7,335.00 | salaries for special education staff |
| 1400 - Other Instructional Programs – Elementary / Secondary | 100 - Salaries | \$22,303.00 | salaries for district STEM facilitators |
| 1400 - Other Instructional Programs – Elementary / Secondary | 300 - Purchased Professional and Technical Services | \$13,770.00 | Science Center facilitators - DaVinci |

| Function | Object | Amount | Description |
|--|---|--------------------|---|
| 1400 - Other Instructional Programs – Elementary / Secondary | 300 - Purchased Professional and Technical Services | \$11,875.00 | Science Center facilitators - Mad Science |
| 1400 - Other Instructional Programs – Elementary / Secondary | 600 - Supplies | \$14,433.91 | supplies for after-school STEM programs |
| | | \$77,651.36 | |

Section: Budget - Support and Non-Instructional Expenditures

Support and Non-Instructional Expenditures

Budget

\$79,775.00

Allocation

\$79,775.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

| Function | Object | Amount | Description |
|--------------------------------|----------------|-------------------|--|
| 2400 - Health Support Services | 100 - Salaries | \$1,053.00 | nurse/support services for STEM after-school program |
| 2700 - Student Transportation | 100 - Salaries | \$1,070.64 | salaries for transportation |
| | | \$2,123.64 | |

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 | \$36,889.00 | \$0.00 | \$25,645.00 | \$0.00 | \$0.00 | \$15,117.36 | \$0.00 | \$77,651.36 |
| 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 | \$1,053.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$1,053.00 |
| 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 | \$1,070.64 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$1,070.64 |
| 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 |
|--|-----------------|-----------------|--|--|------------------------------------|---|-----------------|-------------|
| | \$39,012.64 | \$0.00 | \$25,645.00 | \$0.00 | \$0.00 | \$15,117.36 | \$0.00 | \$79,775.00 |
| Approved Indirect Cost/Operational Rate: 0.0000 | | | | | | | | \$0.00 |
| Final | | | | | | | | \$79,775.00 |