



Development of Learning Loss Program 2023-2024

BACKGROUND INFORMATION PROVIDED BY PDE

Allowable Uses of ARP ESSER Funding

A subrecipient must reserve not less than 20 percent of its allocation to address learning loss through evidence-based interventions, including summer learning or summer enrichment, extended day, comprehensive after school programs, or extended school year programs; such programs must attend to students' academic, social, and emotional needs and address the pandemic's disproportionate impact on historically underserved student groups.

The remaining 80 percent of a subrecipient's allocation can be used for a broad array of programs and providing professional training; extending the school day or year; making technology purchases; providing mental health supports; and undertaking priority school facility repairs and improvements. While these funds can also be used for maintaining the operation and continuity of LEA services, including to employ existing or hiring new LEA and school staff, it is important to consider how staffing will be impacted when federal funding is no longer available. PDE advises that LEAs only use the funds for this purpose as part of a larger long-term financial plan.

Allowable Period for Utilization of Funds

The allowable period is from March 13, 2020, to September 30, 2024. More specifically, ARP ESSER funding may be utilized for allowable costs dating back to March 13, 2020, when the national emergency was declared; is available for obligation by both PDE and subrecipients through September 30, 2023; and, under the Tydings Amendment ([Section 421\(b\)](#)) Any funds not obligated at the end of the federal funding period (i.e., September 2023) remain available for obligation for an additional period of 12 months.

Strategies for Using American Rescue Plan Funding to Address the Impact of Lost Instructional Time

<https://www2.ed.gov/documents/coronavirus/lost-instructional-time.pdf>

The guide, which features examples from Pennsylvania and offers resources for implementation, outlines five specific strategies:

- Develop or expand teacher residency programs and other high-retention preparation pathways in partnership with educator preparation programs.
- Develop or expand dual enrollment opportunities for high school students to begin coursework in education and teacher preparation.
- Invest in direct-to-candidate incentives with a particular focus on diversifying the workforce and reducing barriers to entry and retention.
- Invest in Grow Your Own pathways for paraprofessionals, out-of-school-time staff, and other staff to become certified to teach.
- Invest in support for in-service teachers to promote their retention and help them develop as culturally relevant and sustaining educators.

PGSD DEVELOPMENT OF AFTER SCHOOL TUTORING PROGRAM

1. Programs will be designed by building.
2. Each building will develop a plan, consistent with district guidance, that includes each of the following:
 - a. Established criteria for identification of participating students that includes specific data, cut points, and/or descriptions
 - b. Timelines to include dates of programming and times of individual sessions
 - c. Structure of programming
 - d. Identification process for instructors

POTTSGROVE HIGH SCHOOL

Established Criteria for Identification of Students

1. Keystone Exam
 - a. Student is currently a Freshman, Sophomore, or Junior
 - b. Student has not passed one or more Keystone Exams
 - c. Student is not on target to complete an Act 158 Pathway
2. Current Course Grades
 - a. Student is currently receiving a 65% or lower in one or more courses
 - b. Student is academically ineligible for extra curricular activities
3. Teacher Recommendation
 - a. A teacher may recommend a student to participate in the program even if the student does not meet one of the above criteria.

- b. This may occur allowing for students needing additional learning time, need social/emotional support, and/or would benefit from additional time at school.
4. McKinney-Vento
 - a. A student that is identified as homeless will be invited to participate.

Timelines (Dates and Times)

- Program will run Mondays through Thursdays
- Math and Science support will occur on Mondays and Wednesdays
- English and Social Studies support will occur on Tuesdays and Thursdays
- Programming will begin on Monday, October 23, 2023
- Programming will end on Thursday, April 25, 2024
- Some days will be altered depending upon existing district calendar

Structure of Programming

- Upon dismissal at 2:17PM, students will be supervised by paraprofessionals in a “holding area.”
- During this time, students will have supervised academic work time that may include
 - Completion of homework
 - Completion of missed work
 - Assistance from the paraprofessional
- Beginning at 2:50PM, tutors will pick up students and move to the designated area for instruction.
- Instruction will occur from 3:00PM-3:30PM.
- Programming will be established by:
 - Students identified for support with Keystone Exams will focus on eligible content targeting areas of need.
 - Students identified for support will receive instruction to support ELA or Math
 - The student’s after school tutor will communicate with the current classroom teacher about specific student needs.
 - Students identified by teacher recommendation will receive programming based upon specific student needs.
- Student participation will remain flexible throughout the time period allowing for students to enter or exit the program based upon data available throughout the year. This is dependent upon district provided transportation.

Identification Process for Instructors

- Teachers will apply to participate as tutors.
- Current PGSD teachers serving as a tutor will
 - receive the curriculum rate (\$35.50/hour)
 - receive payment for both instruction from 3:00PM-3:30PM and planning time from 3:30PM-4:00PM (or any time outside of the contractual school day)