

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.

For the elementary program, students are identified based on MTSS data, NWEA assessment

data, student achievement and teacher and parent input. For the middle school and high school programs, students are identified based on grades/achievement, attendance, and parent/teacher input. Tier 1 (80% of students) Tier 1 focus is on curriculum and delivery. Core Curriculum is aligned with grade level standards Instructional strategies are designed to meet the needs of the majority of students Differentiation strategies are implemented to meet the diverse needs of students in each classroom. Teachers will provide differentiated reading instruction based on assessment findings. Tier 2 (15% of students) Students are identified for Tier 2 support with the use of benchmark assessments and classroom performance that indicates that they are not making adequate progress in Tier 1. By data review the targeted subgroup from the Schoolwide Plan, minority and economically disadvantaged, will be identified for Tier 2 supports. Tier 2 does not replace Tier One instruction, but rather used to fill in the gaps of student knowledge. Small group instruction, 30 minutes a day, 4 day a week. Supplemental to Tier 1 interventions. Instruction during intervention should be explicit and systematic and cover the three foundational reading skills in small groups. Small group instruction should include teacher modeling and students think alouds as well as guided and independent practice. Tier 3 (5% of students) Students who are not succeeding in Tier 1 or Tier 2 should be considered for Tier 3. Intervention sessions are intensive with a narrow focus on specific skill deficits. Supplemental to Tier 1 interventions. If students do not make enough progress in Tier 3, a special education evaluation is the next step. Instruction during intervention should be explicit and systematic and cover the three foundational reading skills in small groups. Small group instruction should include teacher modeling and students think alouds as well as guided and independent practice.

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.

- 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	20	DARE2XL Heggerty gr 2-5, booster program, pre/post assessments
Major Racial and Ethnic Groups	Academic Growth	10	DARE2XL Heggerty gr 2-5, booster program, pre/post assessments
Children from Low-Income Families	Emotional Wellness	10	DARE2XL Heggerty gr 2-5, booster program, pre/post assessments
Major Racial and Ethnic Groups	Emotional Wellness	25	TRAILS MTSS Supports/ referral, NWEA data SAP Referral/increase in referrals
Children from Low-Income Families	Academic Growth	25	TRAILS CDT gr 6-8 and Bio, English and Algebra
Major Racial and Ethnic Groups	Academic Growth	25	TRAILS CDT gr 6-8 and Bio, English and Algebra
Students Experiencing Homelessness	Emotional Wellness	5	TRAILS MTSS Supports/ referral, NWEA data SAP Referral/increase in referrals

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts

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

Both of our partners utilize a variety of evidence-based measures that support after school program success. Both have full-time leadership of programs. The leaders, although not school employees, are employed by the partner organization. The leader works closely with the school administrators to ensure a cohesive program. In addition, half of the afterschool program staff are district teachers while the other half are associated with our partners. This helps to ensure interaction with the staff of sponsoring organizations. Both programs are organized around academics, homework, enrichment and snacks, have similar operating times and provide transportation. Students enrolled in the programs set specific academic goals, activities are designed to address specific learning goals in content areas and program leaders and staff communicate with the school staff regularly. Activities are standards-based and literacy and technology are incorporated into the curriculum.

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
4	Internal	DARE2XL teacher/tutor
4	External Provider	TRAILS Ministry



- 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
MTSS/SWPBIS Framework	MOnthly review of improvements	Improvement in student achievement, attendance
CDT	Twice a year, Oct/Nov - Feb/Mar	Increase in student achievement, identification of individual and group strengths and weaknesses
NWEA	Three times a year, Sept/Jan/May	Increase in student achievement, identification of specific needs
PASS SEL Survey	administered twice a year	Identification of student social/emotional needs

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

Family engagement is an essential component to student success and academic achievement. The RASD is partnering with Dr. Donald Sheffield and TAME Inc., (Techniques Assisting Motivation and Excellence), “a consulting firm dedicated to cultural excellence by helping schools, families, and businesses understand the ‘practice’ of high performance.” A major emphasis of the programming is centered on helping parents and caregivers manage academic development of their children. We are also partnering with Keystone Wellness and providing a program for our middle school aged children and their families called “Strengthening Families.” This program has a target audience of parents and youth aged 10-14 and allows families to build on their unique strengths and values through open discussions, games, and family crafts. In addition, the program helps parents balance showing love and setting limits and teaches youth about goal setting peer pressure and resistance skills. To assess engagements, parents will be asked to complete a survey on program effectiveness.

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget

\$31,283.00

Allocation

\$31,283.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	300 - Purchased Professional and Technical Services	\$30,000.00	TRAIL Blazers after school tutoring program, TRAILS MINISTRIES, 3 years, \$10,000 each year
1400 - Other Instructional Programs – Elementary / Secondary	300 - Purchased Professional and Technical Services	\$1,283.00	TRAIL Breakers after school tutoring program, TRAILS MINISTRIES, 3 years, \$10,000 each year, remainder will be included in this grant under general budget
		\$31,283.00	

Section: Budget - Support and Non-Instructional Expenditures

Support and Non-Instructional Expenditures

Budget

\$31,283.00

Allocation

\$31,283.00

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	\$0.00	\$0.00	\$31,283.00	\$0.00	\$0.00	\$0.00	\$0.00	\$31,283.00
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 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
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
	\$0.00	\$0.00	\$31,283.00	\$0.00	\$0.00	\$0.00	\$0.00	\$31,283.00
Approved Indirect Cost/Operational Rate: 0.0000								\$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
							Final	\$31,283.00