

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.

20/21: In the elementary center, student data was compiled throughout the school year through baseline, benchmarking, and diagnostic testing. After data analysis, students who were in jeopardy of failing were identified. A student focus group was then created in Skyward for communication purposes. A message was sent to the families of the student focus group to explain the community-based tutoring program and how to sign up to attend. Classroom teachers also reached out to parents of students in the focus group to ensure they were aware of the academic status of their child and to inform them that tutoring was now available. In the middle and high schools, tutoring was available to all students. Through the Skyward messaging system, parents and students were informed of the community-based after-school tutoring program.21/22: Tutoring is open to all students in all grade levels.

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	285	Pottsville's tutoring program provides a safe place where students can receive academic support in the classwork by qualified professionals. All students are offered the opportunity to receive this support. Any students who are receiving failing grades, have been quarantined, or have missed school for a lengthy period are strongly encouraged to attend the tutoring program to receive extra support. Tutors will utilize classroom, intervention and/or curriculum materials during the tutoring program. Classroom grades and student check-out tickets are used to measure the impact of the program.

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

Classroom and curriculum materials are utilized to support student growth in the after-school program. Book series (i.e. SuperKids, enVision math, Savvas Reading Street, Discovery Education), reteach/reinforce resources from book series, Study Island, and intervention programs are used in the after-school program.

- 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
15	Internal	Tutors are classroom teachers who are expected to provide additional academic support to students outside of the regular school day. Tutors are expected to help students with class work in targeted curricular areas.



- The LEA assures it understands it is responsible to offer the work to its internal employees prior to engaging outside entities.



- 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.

- 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

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Student check-out ticket	At the end of the tutoring session	Students will complete a check-out ticket (self-assessment) at the end of the session. The ticket should show what was accomplished during the session and confirm that the students are leaving with a greater understanding of the content they received help with during the tutoring session.

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

The school communicates with families regarding the after-school program through Skyward messages, teacher emails, newsletters, and phone calls. Contact information for Pottsville's tutoring coordinator is also shared with families in case they have any questions or concerns. For younger students, family members are asked to remain on-site during the tutoring session. Teacher tutors are available to give a brief overview of the tutoring session to parents and families upon pick-up. For older students, family members do not have to remain on-site during the tutoring session. All tutors are available for conferencing before or after tutoring sessions. Parents have the ability to complete a check-out ticket to evaluate the tutoring program.

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget

\$61,284.00

Allocation

\$61,284.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$52,200.00	Tutors' salaries for the Tutoring Program
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$6,084.00	Tutors' benefits for the Tutoring Program
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$3,000.00	Tutoring supplies for the Tutoring Program
		\$61,284.00	

Section: Budget - Support and Non-Instructional Expenditures

Support and Non-Instructional Expenditures

Budget
\$61,284.00
Allocation
\$61,284.00

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	\$52,200.00	\$6,084.00	\$0.00	\$0.00	\$0.00	\$3,000.00	\$0.00	\$61,284.00
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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
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
	\$52,200.00	\$6,084.00	\$0.00	\$0.00	\$0.00	\$3,000.00	\$0.00	\$61,284.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$61,284.00