

## 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.

Students identified for inclusion in the after-school program had the greatest academic need,

based on last year's PSSA scores, and benchmark assessments given at the beginning of the 2021-2022 school year. We used information gathered for Title I qualification, which included the following assessments (these varied, depending on the student grade level): DIBELS, Qualitative Reading Inventory, iReady diagnostic, Study Island diagnostic, a writing sample, Envision diagnostic, knowledge of high-frequency words, Reading A-Z Running Records, CORE Phoneme Deletion, CORE Phoneme Segmentation, CORE Phonics Survey, WIDA scores, Primary Spelling Inventory, to evaluate student need. In most cases, students identified scored at least one grade level below their current grade in reading and/or math.

**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
Major Racial and Ethnic Groups	Academic Growth	25	Progress Monitoring - We will be comparing last year's PSSA scores to this year's PSSA scores. We will be administering standardized benchmarks throughout the year that will help us identify academic growth.
Major Racial and Ethnic Groups	Emotional Wellness	25	Teacher, student, family surveys. Reviewing data related to the number of students visiting the guidance office for SEL issues.

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

We will be using Universal Design for Learning (UDL) techniques to accommodate a wide variety of needs and remove potential barriers to learning. By doing so, we will use the following evidence-based practices: • Use multiple strategies to present content. Enhance instruction through the use of case studies, music, role play, cooperative learning, hands-on activities, Web-based communications, and educational software. Also, offer a choice of learning contexts by providing opportunities for individual, pair, and group work as well as distance learning, peer learning, and field work. • Use a variety of materials. To present,

illustrate, and reinforce new content, use materials such as online resources, videos, podcasts, PowerPoint presentations, realia, manipulatives, and e-books. • Provide cognitive supports. Give students organizing clues. Present background information for new concepts using pictures, artifacts, videos, and other materials that are not lecture-based. Scaffold student learning (provide temporary support to reduce the complexity of a task) by providing a course syllabus, outlines, summaries, study guides, and copies of PowerPoint slides. • Teach to a variety of learning styles. Build movement into learning. Give instructions both orally and in writing to engage students auditorily and visually. Consider using large visual aids for slides, graphics, and charts. • Provide flexible opportunities for assessment. Allow students to demonstrate their learning in multiple ways that include visual and oral presentation, rather than only written assessment. Teachers will facilitate SEL lessons and lead children in practicing growth-mindset strategies.

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
6	Internal	Current classroom teachers and specialists will provide instruction for the after-school program.



- 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
		Scores will improve, particularly

Tool Used to Evaluate Success	Frequency of Use	Expected Results
PSSA Scores	1x / year	for the students who scored Basic or Below Basic.
Benchmark Testing	3x / year	Scores will improve. Currently scores are below grade level, so we would expect student scores to move closer to grade level.
Data Review	2x / year	Decreased number of students visiting the guidance office for SEL support.

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

We will request that families provide reinforcement to the concepts students learn in the after-school program. In addition, families have been apprised of the overall design of the program, its goals, and will be offered the opportunity to provide feedback and/or evaluate the program.

**Section: Budget - Instruction Expenditures**

Instruction Expenditures

**Budget**

\$3,961.00

**Allocation**

\$3,961.00

**Budget Over(Under) Allocation**

\$0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$3,961.00	Salaries for 6 staff members for 2 days per week, 2 hours per day at our regular hourly teacher rate.
		<b>\$3,961.00</b>	

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

Support and Non-Instructional Expenditures

**Budget**

\$3,961.00

**Allocation**

\$3,961.00

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**Budget Over(Under) Allocation**

\$0.00

Budget Overview

Function	Object	Amount	Description
		\$	
		<b>\$0.00</b>	

## 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	\$3,961.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,961.00
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 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
	\$3,961.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,961.00
<b>Approved Indirect Cost/Operational Rate: 0.0000</b>								<b>\$0.00</b>

	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	\$3,961.00