

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.

The district is identifying students for after-school programming using different criteria as applicable at each building. At PC Primary and PC Intermediate, math benchmark assessment data (Acadience Math) is being used to identify students for math after-school intervention. If reading intervention is offered, DIBELS data will be used. .At PC Middle School, students were identified and invited to participate based on classroom grades after the first marking period. At PC High School, students struggling with coursework whether due to academic struggles, attendance, or other issues are targeted.

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	55	Acadience Math data-progress monitoring-online program data-attendance-classroom grades
Children with Disabilities	Academic Growth	20	Acadience Math data-progress monitoring-online program data-attendance-classroom grades
Gender	Academic Growth	140	Acadience Math data-progress monitoring-online program data-attendance-classroom grades

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

At the elementary level we are using Dreambox Math in our after-school program. This is a program with a strong evidence based (as listed on the PA Evidence Center and Evidence for ESSA). At the middle level, we are using a combination of Dreambox Math along with strategies from the WWC IES Practice Guide, "Structuring Out-of-School Time to Improve Academic Achievement" with an emphasis on aligning the program academically with the school day, maximizing attendance, and on assessing program performance and results to improve program quality. At the high school level, we are using strategies from the WWC IES Practice Guide, "Structuring Out-of-School Time to Improve Academic Achievement" with an emphasis on aligning the program academically with the school day, maximizing attendance,

and on assessing program performance and results to improve program quality.

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
15	Internal	Staff number is estimate for the 21-22 school year. Priority has been given to classroom math/reading teachers first and then other professional educators in the building. If more are needed, we will move to paraeducators in the building or professional staff from other buildings.



- 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
Acadience Math	3x/year for benchmark plus progress monitoring	Increase in scores/attainment of benchmark
		Increase in student

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Classroom grades	quarterly	performance on classroom assessments
Dreambox Math	ongoing	Students will show proficiency on an increasing number of grade level standards
Attendance	quarterly	Increase in student daily attendance at school

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

Families are notified when their child is invited to participate in the after-school program. Families will receive information allowing them to monitor progress in Dreambox Math online. Teachers in the after-school program will provide quarterly reports for families outlining activities and progress in addition to providing on-the-spot communications regarding individual students.

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget

\$34,741.00

Allocation

\$34,741.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$17,922.00	Extra-duty stipends for teachers provding after-school program at Elem, MS and HS levels in 21-22 and 22-23 school year- contracted extra duty rate is \$29/hour - planned program is 1hr/nightx2nights/week
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$4,654.00	Wage benefits for extra-duty stipends for after-school intervention program teachers
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	\$6,300.00	Dreambox math subscription for 2 years
			Instructional supplies

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	\$1,357.00	for after-school intervention program for elementary, middle and high school level programs for two years
		\$30,233.00	

Section: Budget - Support and Non-Instructional Expenditures

Support and Non-Instructional Expenditures

Budget

\$34,741.00

Allocation

\$34,741.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
2200 - Staff Support Services	100 - Salaries	\$2,784.00	Extra-duty stipends for participation in professional development for after-school program teachers at contracted extra duty rate
2200 - Staff Support Services	200 - Benefits	\$724.00	Wage benefits for extra duty stipends for professional development
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$1,000.00	Dreambox math training
		\$4,508.00	

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	\$17,922.00	\$4,654.00	\$0.00	\$0.00	\$0.00	\$7,657.00	\$0.00	\$30,233.00
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	\$2,784.00	\$724.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,508.00

	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
	\$20,706.00	\$5,378.00	\$1,000.00	\$0.00	\$0.00	\$7,657.00	\$0.00	\$34,741.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$34,741.00