

LEA ARP ESSER After School Set Aside Application

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 LEA used internal data as well as report cards, to identify students who would benefit from extra instruction during our after-school program. The LEA will also survey the families and any students who express interest, barring there is space and adequate resources available, will be given the opportunity to participate in the 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	15	The students will receive differentiated work that is tailored to their academic level to identify where the growth needs to occur and what areas will be hit upon to achieve that growth
Children from Low-Income Families	Emotional Wellness	15	The students will receive mentoring and character education classes that focuses on their emotional wellness.
Children with Disabilities	Academic Growth	15	The students will receive differentiated work that is tailored to their academic level to identify where the growth needs to occur and what areas will be hit upon to achieve that growth
Children with Disabilities	Emotional Wellness	15	The students will receive mentoring and character education classes that focuses on their emotional wellness.

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

We will be utilizing STAR and Dibels scores, taken at the onset of the after-school program to determine a baseline and then once at the end of each grading period to evaluate the growth of the students.

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
1-2	Internal	After-School Program Coordinator
3-8	Internal	After-School Tutoring
2	Internal	Student Support Services Team

- 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.

Tools Used to Evaluate Success	Frequency of Use	Expected Results
Dibels	Beginning of ASP and then quarterly	Identify benchmark and with tailored instruction, see growth from the initial benchmark
STAR	Beginning of ASP and then quarterly	Identify benchmark and with tailored instruction, see growth from the initial benchmark

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

The LEA will be providing updates to families on a weekly basis to the families participating in the after-school program. These updates will provide any growth or areas of improvement, as well as providing the families with resources that they can utilize at home to help their students and monitor their progress.

Budget

Instructional Expenditures

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$97,257.00	Cost of the stipends of the internal staff members who will be participating in after-school program
1000 - Instruction	600 - Supplies	\$10,000.00	Cost of any supplies needed for after-school program

Non-Instructional Expenditures

Function	Object	Amount	Description
2700 - Student Transportation	500 - Other Purchased Services	\$10,000	Costs of transporting any students whose families cannot pick them up