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 North Schuylkill School District will provide an extended day opportunity with a comprehensive after-school program. The district will identify students during SHIELD meetings, IEP/GIEP meetings, and/or EL and 504 meetings. The SHIELD/SAP meetings will also use the evidence-based interventions to address the needs of student groups most disproportionately impacted and engage, and support all student indicators. First priority and a strong focus to encourage the following groups of students to participate will be goals of the NSSD. Students of low income families, students experiencing homelessness, EL students, students with special needs, students in foster care, etc. We will aim to avoid negative stigma and pitch it as a "special opportunity" rather than remediation to achieve high student engagement with student prizes and motivation to meet gaps in achievement. To address equity concerns, we will also aim to make this a school wide opportunity to help tutored students feel less stigmatized.Classrooms that have been identified as "transitional" rooms will provide program data that will look to ensure needs were met in the areas of focus/grade level standards to be successful, as well as, nutritional and social/emotional needs being met as well. Data will be reviewed during building SHIELD meetings and SAP/ESAP meetings. Feedback in all areas from parents will be analyzed not only during parent/teacher conferences but by surveys and constant contact with our families.The North Schuylkill School District will collect and analyze data and information during SHIELD or SAP/ESAP meetings that focus on groups of students from each grade level. The beginning and middle of year local assessment and benchmark results will drive conversations during those meetings. Reason for chronic absenteeism will be examined and in turn data will be used to target areas of need.

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	50	Tutoring, building trust with families to support in-person learning, supporting students during key transitions, personalizing Instruction to meet individual needs, emphasizing attendance and focused worktime, aligning with evidence based core curriculum, communicating with parents, and using high quality assessments
Children with Disabilities	Academic Growth	20	Tutoring, building trust with families to support in-person learning, supporting students during key transitions, personalizing Instruction to meet individual needs, emphasizing attendance and focused worktime, aligning with evidence based core

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
			curriculum, communicating with parents, and using high quality assessments
Children from Low-Income Families	Emotional Wellness	50	Reengaging students by meeting their social, emotional, mental health needs by building trust with families, child trauma toolkit, PBIS initiatives, providing meals and snacks
Children with Disabilities	Emotional Wellness	20	Reengaging students by meeting their social, emotional, mental health needs by building trust with families, child trauma toolkit, PBIS initiatives, providing meals and snacks
English Learners	Academic Growth	8	Tutoring, building trust with families to support in-person learning, supporting students during key transitions, personalizing Instruction to meet individual needs, emphasizing attendance and focused worktime, aligning with evidence based core curriculum,

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
			communicating with parents, and using high quality assessments
Students Experiencing Homelessness	Academic Growth	15	Tutoring, building trust with families to support in-person learning, supporting students during key transitions, personalizing Instruction to meet individual needs, emphasizing attendance and focused worktime, aligning with evidence based core curriculum, communicating with parents, and using high quality assessments
Students Experiencing Homelessness	Emotional Wellness	15	Reengaging students by meeting their social, emotional, mental health needs by building trust with families, child trauma toolkit, PBIS initiatives, providing meals and snacks

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

The following resources will be used to support student growth when the North Schuylkill
School District is tutoring, building trust with families to support in-person learning, supporting

students during key transitions, personalizing Instruction to meet individual needs, emphasizing attendance and focused worktime, aligning with evidence based core curriculum, communicating with parents, using high quality assessments; the EdResearch for Recovery - Design Principals Series, The Accelerated Learning Toolkit, and the Strategies for Using American Rescue Plan Funding to Address the Impact of Lost Instructional Time manual.

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
5	Internal	Variety of grade level and special education teachers of the NSSD

☑

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

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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
Data	Weekly	Increase in data currently used within the NSSD - DIBELS, Acadience, CDT, Benchmark
Informal Assessments	Daily	Positive results received and increase in confidence and success

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Reading Partners	Weekly	Positive results received and increase in confidence and success
Spring Math	Daily	Progression within the grade level goals

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

The North Schuylkill school district will engage families in the after-school program by keeping constant communication with them, having an "open-door" environment, and by providing a "showcase" at the end of the program.

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget

$35,736.00

Allocation

$35,736.00

Budget Over(Under) Allocation

$0.00

Budget Overview

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	$35,736.00	To cover the salaries of teachers while tutoring and accelerating student learning.
		$35,736.00	

Section: Budget - Support and Non-Instructional Expenditures

Support and Non-Instructional Expenditures

Budget

$35,736.00

Allocation

$35,736.00

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	$35,736.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$35,736.00
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	$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
	$35,736.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$35,736.00
				Approved Indirect Cost/Operational Rate: 0.0000				$0.00
				Final				$35,736.00