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.

Reading School District will identify students for after school programming by using multiple measures. These measures include Acadience, Reading Inventory, Math Inventory, Progress Monitoring of ELs, Progress Monitoring of IEP Goals, Grades, MTSS and Enrollment Date. The following criteria will be utilized:Acadience: Student scores Well Below Benchmark or BenchmarkReading Inventory: Student scores Below Basic or BasicMath Inventory: Student scores Below Basic or BasicEnglish Language Proficiency Data: English learners who are not making sufficient growth in their English proficiency from one year to the next.Progress Monitoring of ELs: students are not making sufficient progress according to progress monitoring data in ELLevationProgress Monitoring of IEP goals: students are not making progress towards IEP goals according to progress monitoring dataGrades: students are failing or not making growth in a core content (ELA, math, science or social studies)MTSS: students may also be referred to after school programming through the MTSS processEnrollment Date in Country: Newcomer (enrolled less than 1 year in the United States) will have a program focused on language acquisition

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
Major Racial and Ethnic Groups	Academic Growth	10,000	Multiple Measures, Acadience, Reading Inventory, Math Inventory, Progress Monitoring, Grades, MTSS, and Enrollment Dates were utilized to identify students for the after school program which will focus on academics. Impact will be measured through growth of students' baseline and end of year benchmark data as well as weekly attendance data. Benchmark data is either Acadience or Reading Inventory and Math Inventory.
			Multiple Measures, Acadience, Reading Inventory, Math Inventory, Progress Monitoring, Grades, MTSS, and Enrollment Dates were utilized to identify students for the after school

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	10,000	program which will focus on academics. Impact will be measured through growth of students' baseline and end of year benchmark data as well as weekly attendance data. Benchmark data is either Acadience or Reading Inventory and Math Inventory.
Children with Disabilities	Academic Growth	1,800	Progress Monitoring will be utilized to identify students for the after school program which will focus on academics. Impact will be measured through growth of students' baseline and end of year benchmark data as well as weekly attendance data. Benchmark data is either Acadience or Reading Inventory and Math Inventory.
			English language proficiency data and Progress Monitoring will be utilized to identify students for the after school program which will focus on academics. Impact will be

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
English Learners	Academic Growth	2,200	measured through growth of students' baseline and end of year benchmark data as well as weekly attendance data. Benchmark data is either Acadience or Reading Inventory and Math Inventory.
English Learners	Academic Growth	570	English language proficiency and Enrollment Date in Country will be utilized to identify Newcomer and SIFE students for the after school program which will focus on academics. Impact will be measured through growth of students' language proficiency as well as weekly attendance data.
Students Experiencing Homelessness	Academic Growth	500	Multiple Measures, Acadience, Reading Inventory, Math Inventory, Progress Monitoring, Grades, MTSS, and Enrollment Dates were utilized to identify students for the after school program which will focus on academics. Impact will be measured through growth of students'

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
			baseline and end of year benchmark data as well as weekly attendance data. Benchmark data is either Acadience or Reading Inventory and Math Inventory.

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

Reading School District will utilize the following materials for after school programming:ELA: 95 Percent Group Materials including:Phonics Booster Bundle, Phonological Awareness, Phonics Lesson Library, Phonics Chip Kit, Multisyllabic Routines; McGraw-Hill Wonders Tier 2 and Tier 3 materials; FastForward; MobyMax; Reading Eggs; Study Island; Read 180 and System 44, Language Power, Grapeseeds, Maravillas and Hands on EnglishMath: GoMath Tier 2 and 3 materials; Imagine Math; MobyMax; ExactPath; Study Island, Math Seeds and Connect Math

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
50	Internal	ESL endorsed teacher to instruct the Newcomers and SIFEs in before/after school program
19	Internal	Parent Outreach Assistant for each school to assist with families coming to the school during the after school program and to set up the family events. They will also be available to translate.

Number of Staff Members	Internal/Outside Provider	Role
50	Internal	Paraprofessionals - bilingual paraprofessionals to assist the classroom teacher in the after school program.
200	Internal	K-4 certified teachers to provide instructional services to elementary students (K - 4) in before or after school programming
200	Internal	Mid Level or Secondary certified teachers to provide instructional services to our Middle School Students (5th - 8th grades) in before or after school programming
100	Internal	Secondary certified teachers to provide instructional services to RHS students in before or after school programming.
100	External Provider	To adhere to the ratio of 10:1 for after school programming, Reading School District will contract with an outside provider if unable to recruit internal employees.

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   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
Acadience	Benchmark - 3 times a year; progress monitoring - monthly	At the minimum, students will be expected to move from one level to the next. If they were Well Below Benchmark, they are expected to be Below Benchmark or Benchmark by the end of the year. If Below Benchmark, they are expected to be Benchmark by the end of the year.
Reading Inventory	3 times a year	At a minimum, students will be expected to gain a minimum of 150 lexile points a year.
Math Inventory	3 times a year	At a minimum, students will expected to gain a minimum of 150 quantile points a year.
Attendance	Weekly	Students will maintain an 80% average attendance in the after school program.
WIDA ACCESS	Annually	ELs will meet or exceed their annual growth goal for English language proficiency.

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

In general, schools will engage parents in the after school program during parent-teacher conferences by explaining the benefits of the program and to recruit students. Schools will also hold parent events to show the parents the resources being utilized in the programs and to allow the parents to watch the students in the after school program. At the end of the session, parents will be invited to a celebration of success. At the event, students' successes will be recognized and parents will learn how to continue to help their child in the home. The

District will also invite targeted groups of parents to participate in adult ESL and/or literacy classes while their children participate in the afterschool program. Schools will have resources to offer child-care for families that may need it in order to participate.

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget
$1,161,717.00
Allocation
$1,161,717.00

Budget Over(Under) Allocation
$0.00

Budget Overview

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	$565,595.32	After School Programming Wages for Teachers, Paraproffessional and other support Staff
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	$244,121.68	After School Programming Benefits for Teachers, Paraproffessional and other support Staff
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	$200,000.00	After School Progamming Supplies
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	$12,000.00	Snacks for After School Programming
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	$40,000.00	PPE Supplies

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	300 - Purchased Professional and Technical Services	$40,000.00	Tutoring Services from Outside Programs
		$1,101,717.00	

Section: Budget - Support and Non-Instructional Expenditures

Support and Non-Instructional Expenditures

Budget
$1,161,717.00
Allocation
$1,161,717.00

Budget Over(Under) Allocation
$0.00

Budget Overview

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$20,000.00	Purchased Professional Development
2700 - Student Transportation	500 - Other Purchased Services	$40,000.00	Transportation
		$60,000.00	

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	$565,595.32	$244,121.68	$40,000.00	$0.00	$0.00	$252,000.00	$0.00	$1,101,717.00
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	$20,000.00	$0.00	$0.00	$0.00	$0.00	$20,000.00

	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	$40,000.00	$0.00	$0.00	$40,000.00
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
	$565,595.32	$244,121.68	$60,000.00	$0.00	$40,000.00	$252,000.00	$0.00	$1,161,717.00
				Approved Indirect Cost/Operational Rate: 0.0800				$0.00
				Final				$1,161,717.00