

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 Rockwood Area School District has implemented data driven decision making to identify students needing after school tutoring. Assessment data is used to support instruction in the classroom. The assessments include benchmarks, curriculum based assessments, standardized assessment results, and teacher recommendations. This approach has been used since the 2019-20 school year. Evaluating assessment data and teacher recommendations to meet the need of students through tutoring support COVID learning loss. Parents requests have also been honored within the after school tutoring program. The Rockwood Area Elementary School uses 4Sight, DIBELS 8th Ed., EasyCBM, and classroom assessment scores to make informed decisions for MTSS and Instructional Support Team interventions. The Rockwood Jr./Sr. High uses classroom assessment data and teacher observations to provide tutoring. After school tutoring is supplied to small groups of students demonstrating academic difficulties within the Rockwood Area School District.

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	200	Data driven instruction in the areas of weakness measured through assessments and teacher recommendations.
Children with Disabilities	Academic Growth	25	Data driven instruction in the areas of weakness measured through assessments and teacher recommendations.

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

The above information related to student groups needs to be understood, all RASD students will be eligible for tutoring if an academic need is demonstrated. After school tutoring or the summer school programs are offered to any student demonstrating an academic need. Assessment data, classroom grades, parent requests, and teacher recommendations are used to identify students in need of instruction. The after school tutoring program provides academic interventions to small groups of students. RASD teachers and paraprofessionals provide the interventions through web based programs, traditional instruction, or group based learning. Data driven instruction is provided in the area of need. Summer school programs focus on students failing courses and needing to participate in credit recovery. Students also participate in remedial programs that support instruction to master core subjects like reading, mathematics, science, and social studies.

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
10	Internal	RASD teachers and paraprofessionals provide after school tutoring. They support students within their instructional area or grade level. Instructional delivery and planning by teachers.



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
Benchmark assessments	3 x per year	Increased academic performance.
Course grades	4 grading periods	Improvement in grades related to academic subject of concern.

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

Families are contacted regarding their child's need for academic support through the tutoring program. Letters and phone calls are made through the RASD office and guidance department. Teachers, assessment reports, and grades communicate academic performance of students to parents. Parent permission is gathered for all students participating in after school programs. Providing progress reports each grading period after first grading period of 2021-22. Meeting with parents to discuss academic progress for students not meeting rate of improvement.

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget
 \$11,551.00
Allocation
 \$11,551.00

Budget Over(Under) Allocation
 \$0.00

Budget Overview

Function	Object	Amount	Description
1000 - Instruction	200 - Benefits	\$4,919.00	Benefits for employees providing after school instruction to support the COVID learning gaps for all students demonstrating needs in the RASD.
1000 - Instruction	100 - Salaries	\$6,632.00	Salaries for employees providing after school instruction to support the COVID learning gaps for all students demonstrating needs in the RASD.
		\$11,551.00	

Section: Budget - Support and Non-Instructional Expenditures

Support and Non-Instructional Expenditures

Budget
\$11,551.00
Allocation
\$11,551.00

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	\$6,632.00	\$4,919.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$11,551.00
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
	\$6,632.00	\$4,919.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$11,551.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$11,551.00