

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.

SGCS utilizes local benchmark data comprised of standardized and non-standardized tools to collect data regarding student’s literacy and math knowledge, achievement, and deficits. Students who score 25% or lower for grade level benchmarks will be the first priority subgroup targeted to receive after school tutoring instruction. Thereafter, any remaining seats will target students in the 26%-50% achievement level.

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	Identified Title I Gr 1-2 students will receive 30-60 min of skill focused weekly literacy small group instruction by certified teachers for a period during the school year. Progress monitoring data will be used monthly to measure impact of supplemental instruction.
English Learners	Academic Growth	10	Identified ELL Gr 1-2 students will receive 30-60 min of skill focused weekly literacy small group instruction by certified teachers for a period during the school year. Progress monitoring data will be used monthly to measure impact of supplemental instruction.
Choose an item.	Choose an item.		
Choose an item.	Choose an item.		
Choose an item.	Choose an item.		

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

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| <ul style="list-style-type: none"> · Literacy Instructional Practices: <ul style="list-style-type: none"> · Phonemic Awareness-small group skill focused instruction; (eg Phonics They Need to Succeed, Heggerty ; Letterland, Sadlier Phonics) · Systematic Phonics Instruction- small group skill focused instruction;(eg Phonics They Need to Succeed Primary Extension, Heggerty; Letterland, Sadlier Phonics) · Fluency- high frequency word lists and leveled fluency passages · Vocabulary- small group instruction and word study · Comprehension- small group skill focused instruction |
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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
6	Internal	Certified teachers
	Choose an item.	
	Choose an item.	
	Choose an item.	
	Choose an item.	

- 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

Phonemic Awareness Inventory; DRA/NSGR, fluency passages	1x per month	Maintain and/or increase reading level by 1 level.

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

Families of qualifying students will receive an information letter outlining SGCS After School Academy program offerings and schedule, permission to participate form, and instructional learning resources for families to use at home for continued practice and reinforcement of learning. Google Classrooms will be provided with core content resources and activities for families to access and continue learning at home together. At the end of each month, each participating student's family will receive a brief progress report of the student and achievement/growth in ELA specific to their goal.

Budget

Instructional Expenditures

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	7,389	Stipend salaries to pay after school academy certified teachers at a rate of 30/hr.
Choose an item.	Choose an item.		

