

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.

Wissahickon Charter School (WCS) is committed to providing appropriate and beneficial academic instruction and support to all of our students. During the 2021-22 school year, our Special Education staff members are working diligently to identify students with IEPs who require additional opportunities and enhanced instruction aimed at the recoupment of lost skills due to the extended school closures and lack of in-person instruction experienced during the 2019-20 and 2020-21 school years due to the Covid-19 pandemic. WCS will identify students with IEPs who need additional instruction via baseline testing in the early part of the 2021-22 school year: students will be identified in stages according to the amount of regression noted. WCS will implement compensatory education (Comp Ed) in an after-school setting in order to provide additional hours with our staff specialists to promote skill recoupment outside of school day instructional time. Those students whose trajectories demonstrate an inability to master goals within the designated timeframe will be included.

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 with Disabilities	Academic Growth	200	Progress monitoring data, reported by the teachers providing the after school tutoring to students, will be used to identify and measure impacts of the after school instruction. This progress monitoring will take place one time per every three hourly sessions with each student.

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

WCS will utilize a range of evidence-based resources to support student academic growth during the after school tutoring program for students with IEPs. WCS staff will identify the best resources and curricula for each individual student during their baseline assessments. The interventions used will include: Reading Horizons, Elevates, Bridges Intervention, Visualizing and Verbalizing, Wilson Reading Program, EdMark, and Project Read (Framing Your Thoughts). WCS Special Education staff are all familiar with and regularly trained in the use of these interventions in both in-school and individual tutoring settings.

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
4	Internal	WCS Special Education Teachers
	External Provider	External tutors hired through external tutoring services, researched and vetted by WCS special education staff, to provide compensatory education services that are comparable to the instruction provided by WCS Special Education 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
Progress monitoring tools are included with the evidence-based resources outlined in question 3 of this application: WCS staff will use these progress monitoring tools as relevant to assess the academ	Assessments will occur at baseline (start of the afterschool programming in Winter 2022), once every three hourly sessions for each student, and at the conclusion of the 12-week afterschool program.	Ideally, students receiving after school compensatory instruction will show improved academic trajectories and an ability to master goals during desired timeframes.

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

The WCS Directors of Learning Supports are responsible for communication with families of students who are identified for an invitation to our after school programming both before and during the program to ensure that families are aware of the program design and scheduling, of our COVID safety protocols, and of any issues that arise during the course of their student's participation in the program. Wissahickon views parents as partners in all aspects of their child's educational experience and emphasizes social-emotional wellbeing alongside academic growth, so open and accessible two-way communication about any challenges (or successes) that our students encounter during participation in our summer programs is viewed as absolutely critical to its successful implementation. Special education teachers will send progress reports to families at the conclusion of the after school programming for each participating student.

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget

\$75,715.00

Allocation

\$75,715.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$10,000.00	Instructional materials from evidence-based resources and programs being used for individual instruction with all participating students
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$35,715.00	1,000 hours of afterschool instruction by WCS staff (or comparable outside tutoring staff as identified by WCS) at \$35/hour
		\$45,715.00	

Section: Budget - Support and Non-Instructional Expenditures

Support and Non-Instructional Expenditures

Budget
 \$75,715.00
Allocation
 \$75,715.00

Budget Over(Under) Allocation
 \$0.00

Budget Overview

Function	Object	Amount	Description
2700 - Student Transportation	500 - Other Purchased Services	\$30,000.00	Busing home after the conclusion of after school programming hours for students whose IEP requires it
		\$30,000.00	

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	\$35,715.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,000.00	\$0.00	\$45,715.00
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	\$30,000.00	\$0.00	\$0.00	\$30,000.00
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
	\$35,715.00	\$0.00	\$0.00	\$0.00	\$30,000.00	\$10,000.00	\$0.00	\$75,715.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$75,715.00