

## 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.

Students were identified for after-school programming through a multi-tiered process. Triangulation of data occurred in the selection of students to ensure a comprehensive and balanced identification. Initial data sets were reviewed including summative results from the current and previous year. This data was then correlated with current benchmark data to look for patterns and/or irregularities that might contradict one another. The final set of information that was used in the identification process was teacher input and recommendation. This layer was critical in establishing the demonstration of need in the classroom setting and ultimately served to solidify, support or refute the other sources. The final step in placement included conversations with parents/guardians and in some cases students. These conversations were necessary in establishing the value and importance in the program and to create partnerships and buy in with the home.

## 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	189	Student achievement and growth gaps were used to identify those for participation. This data, along with teacher recommendation and student interest lead to identification. Student feedback and project-based learning outcomes were used to measure the impact. Participants will be engaged in input for future program planning.
Children from Low-Income Families	Academic Growth	50	Student achievement and growth gaps were used to identify those for participation. This data, along with teacher recommendation and student interest lead to identification. Student feedback and project-based learning outcomes were used to measure the impact. A review of

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
			district assessment data and disaggregated subgroups was used to identify and target this group of students. Participants will be engaged in input for future program planning.
Students Experiencing Homelessness	Academic Growth	10	Student achievement and growth gaps were used to identify those for participation. This data, along with teacher recommendation and student interest lead to identification. Student feedback and project-based learning outcomes were used to measure the impact. Demographic information and status updates are provided monthly for students experiencing homelessness. This data was used to identify and include this group of students. Participants will be engaged in input for future program planning.

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

A wide array of resources were used in the support of student learning and growth during our after-school programming. In addition to initial assessments to establish learning goals, teachers engage in periodic progress monitoring to measure student accomplishments. Goal setting is done to varying degrees with different groups of students and those in upper elementary and middle school are engaged in the establishment of individual goals and progress targets. The Classroom Diagnostic Tools are in use in all classrooms grades 3 - 8. This resource is completely aligned to the level of rigor and expectations established by the PA Core standards and is used as a periodic assessment measure. STAR 320 is another evidence-based resource that is incorporated into the measurement of student learning. Teachers have been trained in the establishment of growth reports that isolate both students and skills for targeted attention.

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
12	Internal	Teachers and para-professionals are providing after-school programming instruction. The make up of the staff includes both general and special education teachers, and support staff. This configuration helps to ensure that the student:teacher ratio is advantageous to the intended growth.



- 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
Classroom Diagnostic Tools	Minimun of 3 times per year	Despite being used primarily as a diagnostic tool, it is expected that the results will show demonstrated growth in the skill areas that are included in the after-school program instruction.
STAR 360	Minimun of 3 times per year	This benchmark assessment can also be used as progress monitoring tool and will be used by both after-school providers and classroom teachers to measure gains and make recommendations for future instruction.

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

Family engagement will occur at multiple levels and throughout the year. First and foremost, information regarding the goals and objectives of the program will be shared widely with parents. Initial communication will include an overview of the program, its goals and structure. Follow up outreach will be done for students whose assessment data indicates that participation would be advantageous. Parent permission will then be sought. Parents will be invited to review student work throughout and progress updates will be provided. This process will be repeated each nine-week period as new data sets are reviewed and particular students are identified.

## Section: Budget - Instruction Expenditures

### Instruction Expenditures

#### Budget

\$68,153.00

#### Allocation

\$68,153.00

#### Budget Over(Under) Allocation

\$0.00

### Budget Overview

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$36,000.00	After-school programming instruction will be provided by district faculty. They will schedule sessions for 1.5 hours after school over the course of the 2022-2023 and the 2023-2024 school years. Salaries will be paid according to the district Memorandum of Understanding.
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$15,000.00	After-school programming instruction will be provided by district faculty. They will schedule sessions for 1.5 hours after school over the course of the 2022-2023 Benefits will be paid according to the district Memorandum of Understanding.

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	500 - Other Purchased Services	\$15,153.00	After-school programming instruction will be provided by district faculty. It will be scheduled after school over the course of the 2022-2023 and the 2023-2024. school years. Transportation home will be provided to all participants.
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	\$1,000.00	After-school programming instruction will be provided by district faculty. The sessions will be 1.5 hours after school over the course of the 2022-2023 and the 2023-2024 school years. Snacks will be provided to students who participate.
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	\$1,000.00	After-school programming instruction will be provided by district faculty. The will schedule sessions for 1.5 hours after school over the course of the 2022-2023 and the 2023-2024 school years. Instructional materials will be provided to the teachers who provide instruction in the program.



		<b>\$68,153.00</b>	
--	--	--------------------	--

**Section: Budget - Support and Non-Instructional Expenditures**

Support and Non-Instructional Expenditures

**Budget**

\$68,153.00

**Allocation**

\$68,153.00

---

**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	\$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	\$36,000.00	\$15,000.00	\$0.00	\$0.00	\$15,153.00	\$2,000.00	\$0.00	\$68,153.00
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
<b>Services</b>								
<b>2300 SUPPORT SERVICES – ADMINISTRATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2400 Health Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2500 Business Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2600 Operation and Maintenance</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2700 Student Transportation</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2800 Central Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3000 OPERATION OF NON- INSTRUCTIONAL SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3100 Food Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3200 Student Activities</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3300 Community Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES</b>	\$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
	\$36,000.00	\$15,000.00	\$0.00	\$0.00	\$15,153.00	\$2,000.00	\$0.00	\$68,153.00
				Approved Indirect Cost/Operational Rate: 0.0000				\$0.00
				Final				\$68,153.00