

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.

In order to provide the greatest potential impact for LVDLCS students, the decision was made to invite all students in grades third through eighth to our after-school programming. As a Title I School Wide School that is 97% Hispanic and 87% Free/Reduced lunch, we thought it was imperative that all students in those grades be invited and encouraged to attend. Because the after-school program includes both academic and enrichment programming – which requires the students to be in the school until 6:00 PM. Because of this we tailor the program to older students that are able to sustain an organized, academic program for an additional two hours beyond the regular school day. As students register and participate in the program we use the academic hour to reinforce, reteach, and/or extend the current classroom instruction or grade level standards that students may be struggling with during the regular instructional day. After each marking period, students have the opportunity to enroll in the After-School program – thus encouraging and allowing additional enrollments after the start of the school year.

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	80	Benchmark data and classroom assessments will be reviewed and monitored specific to the After-School population to look for academic achievement, growth, and areas of continued struggle. The program will be tailored to reflect those areas where reteaching, review, or extension may be needed based upon the data sets reviewed.
Children from Low-Income Families	Academic Growth	80	Benchmark data and classroom assessments will be reviewed and monitored specific to the After-School population to look for academic achievement, growth, and areas of continued struggle. The program 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
			tailored to reflect those areas where reteaching, review, or extension may be needed based upon the data sets reviewed.
Major Racial and Ethnic Groups	Emotional Wellness	80	Student attendance both in school and the after-school program, engagement in both school and the after-school program, and discipline referrals will all be reviewed as indicators of the success of the program. In addition, student interest/satisfaction surveys will also be utilized. Staff (both after-school and classroom teacher) surveys will be used to gather opinions about the effectiveness of the program in both the after-school hours and the transference to the regular classroom setting.

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

After-school teachers will use the same materials, resources, and curriculum as the grade-level regular classroom teachers. Grade-level classroom teachers will communicate regularly

with the after-school staff to ensure that there is consistency in the standards and objectives driving instruction in the after school program.

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
1	Internal	After School Coordinator
5	Internal	Teacher
2	External Provider	Teacher
2	Internal	Substitute Teacher



- 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
Aimsweb Reading Assessments	3 times per year	ROI at or higher than projected
Aimsweb Math Assessments	3 times per year	ROI at or higher than projected

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Student satisfaction survey	4 times per year	90% students “satisfied” with the After School Program
Parent satisfaction survey	4 times per year	90% of parents “satisfied” with the After School Program
Teacher satisfaction survey	4 times per year	90% of teachers “satisfied” with the After School Program

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

The After-School program has 2 showcases per year where students lead parents through their after school program classrooms (both academic and enrichment), display work, explain projects, and participate in performances. The After-School showcase allows parents to see the progress students are making during the after-school program. In addition, the After-School Coordinator communicates with parents weekly through Class DoJo (and phone calls) to keep parents informed of the schedule of the program, expectations for attendance of the program, and general program updates.

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget
\$18,682.00
Allocation
\$18,682.00

Budget Over(Under) Allocation
\$0.00

Budget Overview

Function	Object	Amount	Description
		\$	
		\$0.00	

Section: Budget - Support and Non-Instructional Expenditures

Support and Non-Instructional Expenditures

Budget
 \$18,682.00
Allocation
 \$18,682.00

Budget Over(Under) Allocation
 \$0.00

Budget Overview

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$18,682.00	Partial salary for Academic and Enrichment Coordinator
		\$18,682.00	

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	\$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	\$18,682.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$18,682.00
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
	\$18,682.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$18,682.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$18,682.00