

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 indicators we selected assisted us in measuring the impact we are having in the four key areas identified in the ESSER grant application: lost instructional time, absenteeism, student engagement, and social-emotional well being. Acadience (DIBELS) and NWEA MAP K-12, universal screeners, were two of the measures used to assess student growth in reading and math. Acadience (DIBELS) is administered to all students in grades K-6 and NWEA MAP is administered to all students in grades K-12. Formal assessments, informal teacher assessments, PSSA scores, Keystone Exam scores, referrals to MTSS, behavioral referrals, school counselor referrals, and a Social Emotional Learning (SEL) assessment were the other measures used to determine our target audience as well as their academic and social needs. The target group identified were our students from low income families.

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	400	Two benchmark assessments, Acadience (DIBELS) and NWEA MAP K-12, were two of the measures used to assess student growth in reading and math. Acadience (DIBELS) is administered to all students in grades K-6 and NWEA MAP is administered to all students in grades K-12.

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

Two benchmark assessments, Acadience (DIBELS) and NWEA MAP K-12, were two of the measures used to assess student growth in reading and math. Acadience (DIBELS) is administered to all students in grades K-6 and NWEA MAP is administered to all students in grades K-12.

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

Number of Staff Members	Internal/Outside Provider	Role
5	Internal	Virtual Support Teachers - As we pivot to facilitating student learning online, we also need to shift how we think about planning for and implementing office hours. While after school in-person office hours have worked in the past, online courses (and current circumstances) necessitate moving those office hours to a virtual format. The function of the Virtual Support Teacher is to provide ten (10) synchronous office hours per week outside the teacher workday for students in need of academic assistance – hours may be scheduled on weekends at times more viable for Office hours are posted on the school district website and are available for both virtual and in-person students.



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
Acadience (DIBELS) and NWEA MAP K-12	at least three (3) administrations per school year	Acadience – Increase in a student’s reading and math composite score. Each score is interpreted relative to benchmark goals and cut points for risk to determine if a student’s score is at or above the benchmark, below the benchmark, or below the cut point for risk (well below the benchmark).NWEA MAP Test – Increase in a student’s reading and math RIT score as a measure of student performance and growth. RIT scores provide teachers, administrators, and parents with valuable information that should be used to make instructional decisions. If a student is falling short of their target scores from year-to-year, a change in the student’s educational plan may be required.

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

A STSD Title I Parent Survey and a STSD Family Caregiver Form were administered to gather information on parental perceptions regarding home-school involvement, home-school communication, satisfaction with after school programming, and participation in parent involvement activities within each school. Parents reported that children were struggling with emotional health, staying focused and engaged, and adapting to virtual and asynchronous learning formats. We will continue to post our plan and program opportunities on the website (www.hannasd.org), via campus messenger communications (phone, email, text), and using other social media outlets (Twitter, Facebook, Instagram, etc.). The Leadership Team will continue to review the responses to ensure all voices are heard and families remain engaged.

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget

\$62,582.00

Allocation

\$62,582.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$37,112.32	Professional Staff Regular Instruction Wages for Virtual Education to address After School Set Aside Requirements.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$16,244.89	Professional Staff Regular Instruction Benefits for Virtual Education to addresss Afer School Set Aside Requirements (PSERS & Social Security).
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$6,487.68	Professional Special Education Staff Instruction Wages for Virtual Education to address After School Set Aside Requirements.
1200 - SPECIAL PROGRAMS – ELEMENTARY /	200 - Benefits	\$2,737.11	Professional Special Education Staff Instruction Benefits for Virtual Education to addresss Afer School

Function	Object	Amount	Description
SECONDARY			Set Aside Requirements (PSERS & Social Security).
		\$62,582.00	

Section: Budget - Support and Non-Instructional Expenditures

Support and Non-Instructional Expenditures

Budget

\$62,582.00

Allocation

\$62,582.00

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	\$37,112.32	\$16,244.89	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$53,357.21
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$6,487.68	\$2,737.11	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$9,224.79
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
	\$43,600.00	\$18,982.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$62,582.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$62,582.00