

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.

CASD is using short- and long-term diagnostic and formative assessments tools to respond to student learning gaps. With funding from an earlier ESSER grant, CASD purchased and is implementing the IXL diagnostic tool. This assessment tool will help place actionable student performance information in educators' hands to help them address individual and classroom learning needs. We understand the importance to respond with focused attention on high-quality assessment types that are designed to help educators understand each student's learning needs post-COVID-19. The IXL Real-Time Diagnostic is designed to help the district design programs to address improvements and programs for students that are performing below working grade levels. It also helps teachers plan for small-group instruction by grouping students working at similar levels and displaying the most common skill recommendations for each of the student groups. Using this tool, we hope to identify which programs are most needed and best suited for after school programs. Identifying students who would benefit from afterschool programs is one task but identifying students who will take advantage of these programs is another task entirely. This is especially true with many of our families where our students are classified as disadvantaged. Currently we have more than 58% of our students in this classification and more than 20% of our students living below the poverty line. These families must be provided with transportation to utilize these after school programs. We first identify a group of students that are trending down in grade level performance using the IXL tool coupled with staff recommendations and through our normal grading procedures. We then look for programs to address more granular needs. Some we will design in-house for specific classes, while other programs will be purchased. We are evaluating some programs offered through IU1. Identifying social emotional learning issues and those students who may benefit from those programs is a bit different. CASD is a relatively small and close-knit district. We have a high number of students with issues that stem from stress in their family lives. Because of the unusually high poverty rates and homelessness, the economic costs of the pandemic are more acute. These issues are magnified in that student population. We know these students from a number of other programs we are conducting to help this subgroup. We utilize our mental health team for recommendations along with our educators. We review those students with individual learning plans as well, to see if emotional learning programs may help in those situations. We are planning programs in this area since this is more prevalent in our district.

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	280	Performance assessment tools, faculty inputs, and standard grading processes
Children with Disabilities	Academic Growth	30	This population had a higher percentage of remote learning when schools began to open and remote learning was optional. We are analyzing performance data in against grade-level to determine if this group needs targeted support.
Students Experiencing Homelessness	Academic Growth	23	his is a small subset of our student population but they are a group of focus for CASD. We have target programs already in place to support these students and we use testing and staff input to identify problems and performance

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	Emotional Wellness	280	Input from our mental health team, feedback from outreach to parents and input from our teaching staff

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

Using our analytic tools, we hope to identify which programs are most needed and best suited for after school programs. We plan to design some specific after school tutoring programs and homework clubs to help identified students with a learning loss brought on by the chaos of the pandemic. These internal programs will depend heavily on the availability of our current faculty. The pandemic has placed a heavy strain on current faculty and their ability to take on additional after school programs is limited. We are also analyzing some purchased programs including Skooli an instant online tutoring for students in grades K-12 for all subject areas; via live video tutoring or via chat instant messaging where you can share files and a whiteboard as well as record tutoring sessions. Live, online tutoring provided by vetted licensed teachers and 24 hour turnaround feedback on written assignments and essays. For the emotional wellness support offerings that we require, we plan to add two individuals to our team that will target the most affected groups in our student population: student from disadvantaged backgrounds, students with disabilities, and our students experiencing homelessness. In addition to the internal resources, we are evaluating Move This World SEL Curriculum - Move This World is a social emotional learning (SEL) program that uses interactive videos, movement, and creative expression to help students and educators develop emotional intelligence skills for long-term wellbeing. The curriculum is available for students in Pre-K through 12th grade. This program will supplement our internal support.

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
2	Internal	Targeted tutoring program
2	Internal	emotional support staff

Number of Staff Members	Internal/Outside Provider	Role
1	External Provider	purchased programs supported by UI1 that provide live tutoring on-line



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
the IXL Real-Time Diagnostic tool	every 2 weeks	analytic data showing progress against expected grade-level performance

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

As stated earlier once we identify which programs are most needed and best suited for after school programs we need to actively engage student and their families to take advantage of these offerings. Identifying students who would benefit from afterschool programs is one task but identifying students who will take advantage of these programs is another task entirely. This is especially true with many of our families where our students are classified as disadvantaged. Currently we have more than 58% of our students in this classification and more than 20% of our students living below the poverty line. These families must be provided with transportation to utilize these after school programs. Once the programs are set we actively reach out to parents and family of the identified students to understand the barriers to entry. If indeed transportation is an issue will explore methods for ensuring high attendance. CASD routinely reaches out to our families with surveys and questionnaires to solicit input.

Staff routinely meets with our at-risk families to offer programs and support. Once specific students are identified as possibly benefitting from the after school offerings we will send targeted communication to those families to make them aware of the problems and solutions we are offering.

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget

\$39,564.00

Allocation

\$39,564.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$18,650.00	Salaries for pupil instruction.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$7,500.00	Benefits for pupil instruction.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$5,000.00	Supplies for pupil instruction.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$7,564.00	Purchase services and outside programming for pupil instruction.
		\$38,714.00	

Section: Budget - Support and Non-Instructional Expenditures

Support and Non-Instructional Expenditures

Budget

\$39,564.00

Allocation

\$39,564.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
2700 - Student Transportation	100 - Salaries	\$500.00	Transportation salaries for pupil instruction.
2700 - Student Transportation	200 - Benefits	\$350.00	Transportation benefits for pupil instruction.
		\$850.00	

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	\$18,650.00	\$7,500.00	\$7,564.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$38,714.00
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	\$500.00	\$350.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$850.00
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
	\$19,150.00	\$7,850.00	\$7,564.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$39,564.00
				Approved Indirect Cost/Operational Rate: 0.0000				\$0.00
				Final				\$39,564.00