

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 Baldwin-Whitehall School District serves a very culturally diverse community, consisting of residents from a variety of ethnicities, countries and cultures. Prior to the Pandemic, equitable access to programs and resources was challenging. The Pandemic simply made those efforts significantly harder. Across the District, nearly 20% of the student population does not speak English as their primary language. While there were efforts to move toward a 1:1 learning model prior to the Pandemic, efforts were tempered due to the complexity of the learners present within the District. Moving quickly in that direction due to the Pandemic was necessary however created challenging circumstances in the effort to meet students where they were. In addition to the culturally diverse population, the District also serves many students with learning/behavioral/emotional disabilities. Providing services within the District through regional, inclusive settings became much more challenging as the students were not able to be present in the schools full time. A high level of economically disadvantaged students, many fitting into the other identified groups as well increased the challenge. Access to technology at home, internet, or even spaces suitable to learn away from the business of a small apartment or other siblings was a challenge for many. During the pandemic, the District instituted a hybrid learning program in which students attended school 2 days per week with 2 days being remote. The extra day, known as Highlander Wednesdays, were designed to be a supportive structure for identified students that needed additional time, instruction, or just an educational setting in which to work. This structure was incredibly successful and met with positive feedback for those that utilized the program. In fact, all students and parents wanted their children to be able to participate. The design elements of the Highlander Wednesdays were utilized in designing summer programs for 2021. The core concepts of extra time, instruction and space have been critical for the students of the District. As the District moves forward with the development of the programs for the ARP ESSERS funds, those elements once again will be central to the success.

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	Emotional Wellness	200	Student climate surveysParticipation data
English Learners	Emotional Wellness	200	Student climate surveysParticipation data
Children with Disabilities	Emotional Wellness	75	Student climate surveysParticipation data

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

The District currently works with AHN and other service providers during the course of the school day to provide programs for children and training for staff on topics such as mindfulness, stress reduction, and other tiered levels of support. By using frameworks to support social-emotional and behavioral instruction the District can improve conditions for learning. This includes the creation of safe, supportive learning environments that have equitable, trauma-informed principles at the core of their planning. The use of data and universal practices can ensure equity and inclusion through a multi-level approach that provides services to ensure all students are provided access to academic and behavioral instruction. The AHN/Chill Project seeks to transform the delivery of behavioral health in local school communities and to improve outcomes through accomplishment of the following objectives:1. Reducing the number of behavioral health incidents for students: chronic absence, disruptive behavior, dropping out, feelings of hopelessness, suicide.2. Increasing access to resources and sense of professional quality of life for educators/administrator and increased well-being for parents/caregivers.3. Providing a preventive tier 1 and tier 2 system that enhances mindful awareness and resilience across the school community.MTSS creates a

positive environment for all students, which in turn, influences school climate. Positive school climate is the leading indicator for such outcomes as increased academic achievement, increased teacher retention, and reduced discipline referrals. The interventions and supports found in MTSS help in relationship building, which is a key factor in student success. Additionally, a supportive school environment allows each student to work through his or her challenges and to catch up with his/her peers. Defined tiers of intervention for both academic and behavioral challenges enables educators to address student needs, both as a group and individually. Although the district has an established MTSS framework in place, sustainability and implementation continue to present as barriers. With grant funding, the district will institute elementary and secondary MTSS Professional development to directly tackle these barriers, as well as to foster teacher autonomy. The focus of the work will be with administration and staff to establish procedures and processes through the implementation of a consistent MTSS framework to support students across all three tiers: academically, behaviorally, and socially district-wide. By utilizing strategies such as those advocated within school wide MTSS and the Chill Program within an afterschool setting for the District's most at-risk students, the District is able to open additional resources of time and services for the children most deemed in need.

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
6	Internal	Student monitor/coach/advocate



- 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
Attendance Records	Ongoing	If students feel better connected to their schools as well as safe, attendance should improve.
Progress reports	Ongoing	Students that are supported socially and emotionally will achieve better academically.
Request for Evaluation	Ongoing	Students that are receiving appropriate levels of support through a MTSS model are less likely to be referred for additional services or programming.

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

One of the greatest hinderances to the District's afterschool programming will be transportation. The District will support families by providing transportation home as part of this programming. Additionally, the District will follow similar Federal Program guidelines for Parent Engagement within this program. Opportunities will include but not be limited to in person programs, online activities, and survey options.

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget

\$57,203.00

Allocation

\$57,203.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$25,000.00	Salaries for after school staff
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$5,000.00	Professional Development for staff
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$5,000.00	Materials and supplies for program
		\$35,000.00	

Section: Budget - Support and Non-Instructional Expenditures

Support and Non-Instructional Expenditures

Budget

\$57,203.00

Allocation

\$57,203.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
2700 - Student Transportation	100 - Salaries	\$15,000.00	Salaries for student transportation home from programs.
3100 - Food Services	600 - Supplies	\$4,000.00	Food/snacks for students in program
3200 - Student Activities	600 - Supplies	\$3,203.00	Materials and supplies for students enrolled in program
		\$22,203.00	

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	\$25,000.00	\$0.00	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$35,000.00
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	\$15,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$15,000.00
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	\$4,000.00	\$0.00	\$4,000.00
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,203.00	\$0.00	\$3,203.00
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
	\$40,000.00	\$0.00	\$5,000.00	\$0.00	\$0.00	\$12,203.00	\$0.00	\$57,203.00
				Approved Indirect Cost/Operational Rate: 0.0000				\$0.00
				Final				\$57,203.00