

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.

SCASD uses several nationally normed assessment tools such as NWEA MAP (ELA and Math) for grades 2-9 and Acadience (Early literacy) grades K-3. At benchmark periods, data is collected universally and reviewed at both the district and building levels. The district uses this standardized data in addition to other local measures including teacher and counselor input.

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
English Learners	Academic Growth	42	To support student growth, EL learners will receive bilingual education support and/or explicit, systematic instruction in the deficit areas in reading and/or math; additional targeted programs such as credit recovery will also be used to support secondary students and individual student needs.
Children from Low-Income Families	Academic Growth	128	To support student growth, children from low-income families will receive explicit, systematic instruction in the deficit areas in reading and/or math; additional targeted programs such as credit recovery will also be used to support individual student needs.
			To support student

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	352	growth, children from major racial and ethnic groups will receive explicit, systematic instruction in the deficit areas in reading and/or math; additional targeted programs such as credit recovery for secondary students will also be used to support individual student needs.
Children with Disabilities	Academic Growth	105	To support student growth, children with disabilities will receive explicit, systematic instruction in the deficit areas in reading and/or math; additional targeted programs such as credit recovery for secondary students will also be used to support individual student needs.

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

Our elementary program will focus on research-supported literacy interventions and support focusing on student needs in regard to the National Reading Panel's 2000 report: phonics, phonemic awareness, fluency, vocabulary, and comprehension. Math interventions will be targeted to student needs using both district resources such as our Bridges Intervention, Reflex Math, etc. Additional services will be targeted to student individual needs. Our secondary program will include virtual credit recovery programs and individual student tutoring

and support to meet these needs. Classroom support for current classes will also be offered.

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
13	Internal	Currently certified teachers will be used to support the needs at the building level. Others will be hired, as needed. At least 1 teacher per elementary building, 2 at each middle school, 1 at the alternative building



- 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
Parent Survey	at least one time at the end of the program	Our hope is parents will find value in the afterschool program and see growth with their students.
		Our hope is teachers will find

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Teacher Survey	at least one time at the end of the program	value in the afterschool program and see growth with their students.
NWEA Map and Acadience Data Reports	at least 3 times per year	We will use standardized assessments to track growth
Virtual School Reports	at least 3 times per year	We will use reports to track program success
Student Surveys	at least one time at the end of the program	Our hope is students will find value in the afterschool program and see growth with their students. We hope students will provide ideas to improve programming.

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

In addition to parent communication through e-mail and the web about the program, teachers will provide progress updates to parents as appropriate about their participation and growth within the afterschool program. Regular progress reports at each trimester and or marking period/semester for secondary schools including MAP and Acadeince Data and progress monitoring data occurring during the school day will be used in communication about progress with parents. Parents will also have access to see student progress in ParentVue systems.

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget

\$58,300.00

Allocation

\$58,300.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$19,215.00	Instructional Staff Salaries for High School Learning Lounge
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$4,935.00	Instructional Staff Benefits for High School Learning Lounge
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	\$10,000.00	Supplies & Materials for High School Learning Lounge
		\$34,150.00	

Section: Budget - Support and Non-Instructional Expenditures

Support and Non-Instructional Expenditures

Budget

\$58,300.00

Allocation

\$58,300.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
2400 - Health Support Services	100 - Salaries	\$19,215.00	Support Staff Salaries for High School Learning Lounge
2400 - Health Support Services	200 - Benefits	\$4,935.00	Support Staff Benefits for High School Learning Lounge
		\$24,150.00	

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	\$19,215.00	\$4,935.00	\$0.00	\$0.00	\$0.00	\$10,000.00	\$0.00	\$34,150.00
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	\$19,215.00	\$4,935.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$24,150.00
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
	\$38,430.00	\$9,870.00	\$0.00	\$0.00	\$0.00	\$10,000.00	\$0.00	\$58,300.00
				Approved Indirect Cost/Operational Rate: 0.0000				\$0.00
				Final				\$58,300.00