

## 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.

High school students will be identified for participation based on risk profile factors: academic performance, local assessment benchmarks, disciplinary action and suspensions, mobility, over-age, absences, and grades. The afterschool program will also offer credit recovery for students. Additionally, referrals from principals, teachers, guidance counselors, social workers, parent liaisons, and community and attendance outreach liaisons will help identify students to participate in the program. The program will enroll students who are at risk for academic failure, dropping out of school in the future, or becoming a part of criminal activity at a very young age. By extending the school day, students will have more opportunities to experience engagement with positive role models. According to the Center for Public Education, students who have struggled academically, particularly ones with low grades in English and Math, are more likely to drop out of school. The high school afterschool program hopes to address these issues in our learners to set them on a path to 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	Academic Growth	20	<ul style="list-style-type: none"> <li>• STEM Activities: included homework help and small group tutoring on STEM activities to improve academic achievement.</li> <li>• Literacy: included homework help and small group tutoring on literacy activities to improve academic achievement.</li> <li>• Tutoring: students received individualized tutoring across all academic subject to improve academic achievement.</li> <li>• Homework Help: Students received homework help across all academic subjects to improve academic achievement.</li> <li>• Remedial Education Activities</li> <li>• Credit Recovery</li> <li>• Instructional Support Services</li> </ul>
			<ul style="list-style-type: none"> <li>• STEM Activities:</li> </ul>

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	20	<p>included homework help and small group tutoring on STEM activities to improve academic achievement. •            Literacy: included homework help and small group tutoring on literacy activities to improve academic achievement. •            Tutoring: students received individualized tutoring across all academic subject to improve academic achievement. •            Homework Help: Students received homework help across all academic subjects to improve academic achievement. •            Remedial Education Activities • Credit Recovery •            Instructional Support Services</p>
Children from Low-Income Families	Emotional Wellness	20	<ul style="list-style-type: none"> <li>• Drug and Alcohol Prevention Programming •</li> <li>Positive Social Interactions •</li> <li>Counseling and Psychological Services •</li> <li>Alternative Education Services</li> </ul>
			<ul style="list-style-type: none"> <li>• Drug and Alcohol Prevention</li> </ul>

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	Emotional Wellness	20	Programming• Positive Social Interactions• Counseling and Psychological Services• Alternative Education Services
Children from Low-Income Families	Some Other Factor	20	<ul style="list-style-type: none"> <li>• Arts and Music: students participated in teacher led activities, along with outside enrichment providers</li> <li>• Physical Activity</li> <li>• Community / Service Learning</li> <li>• Mentoring Programs: Students scheduled individual time with a teacher to discuss academic, career, and personal/social goals.</li> </ul>
Major Racial and Ethnic Groups	Some Other Factor	20	<ul style="list-style-type: none"> <li>• Arts and Music: students participated in teacher led activities, along with outside enrichment providers</li> <li>• Physical Activity</li> <li>• Community / Service Learning</li> <li>• Mentoring Programs: Students scheduled individual time with a teacher to discuss academic, career, and personal/social goals.</li> </ul>

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

MASD will utilize a variety of evidence-based resources to support student growth during the after-school program. Resources include NWEA MAP scores, report card grades, Keystone exam scores, PSAT scores, graduation rates, attendance, and discipline data.

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
10	Internal	MASD will employ district teachers to work in the afterschool program. This will allow for the continuity of services between the day program and the afterschool program.
1	Internal	1 Attendance/Secondary Beyond the Bell Education Coordinator will be employed to design, implement and manage the high school afterschool program.



- 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
NWEA MAP Assessment Scores	3 times a year	50% of students will show growth on test from the beginning of the year to the end of the year.
Report Card Grades	4 times a year	75% of the students will have passing grades at the end of the year.
Keystone Exams	1 time a year	50% of the students who take a Keystone exam will obtain proficient or advanced on the test.

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

Communications with parents/families will be ongoing throughout the year. The staff will utilize email, phone calls, text messages, REMIND, DoJo, physical letters, social media, Zoom and Google Classrooms. The afterschool program will have quarterly Parent and Family Engagement events to allow the families to come into the program and witness what the students are working on.

**Section: Budget - Instruction Expenditures**

Instruction Expenditures

**Budget**

\$188,784.00

**Allocation**

\$188,784.00

**Budget Over(Under) Allocation**

\$0.00

Budget Overview

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$33,075.00	2022-2023 School Year: Salary for 4 teachers for 10 hours a week for 32 weeks @ \$25.84 per hour.
1000 - Instruction	200 - Benefits	\$7,675.00	2022-2023 School Year: Benefits for 4 teachers for 10 hours a week for 32 weeks @ \$25.84 per hour.
1000 - Instruction	100 - Salaries	\$14,470.00	2021-2022 School Year: Salary for 4 teachers for 10 hours a week for 14 weeks @ \$25.84 per hour.
1000 - Instruction	200 - Benefits	\$3,810.00	2021-2022 School Year: Benefits for 4 teachers for 10 hours a week for 14 weeks @ \$25.84 per hour.
1000 - Instruction	200 - Benefits	\$33,075.00	2023-2024 School Year: Benefits for 4 teachers for 10 hours



Function	Object	Amount	Description
			a week for 32 weeks @ \$25.84 per hour.
1000 - Instruction	100 - Salaries	\$7,675.00	2023-2024 School Year: Salary for 4 teachers for 10 hours a week for 32 weeks @ \$25.84 per hour.
1000 - Instruction	600 - Supplies	\$5,365.00	Supplies for the after school program.
		<b>\$105,145.00</b>	

**Section: Budget - Support and Non-Instructional Expenditures**

Support and Non-Instructional Expenditures

**Budget**

\$188,784.00

**Allocation**

\$188,784.00

**Budget Over(Under) Allocation**

\$0.00

Budget Overview

Function	Object	Amount	Description
2300 - SUPPORT SERVICES – ADMINISTRATION	100 - Salaries	\$9,900.00	1 Attendance/High School Out of School Education Coordinator. 1/6 salary for the 2021-2022 school year.
2300 - SUPPORT SERVICES – ADMINISTRATION	200 - Benefits	\$6,292.00	1 Attendance/High School Out of School Education Coordinator. 1/6 benefits for the 2021-2022 school year.
2300 - SUPPORT SERVICES – ADMINISTRATION	100 - Salaries	\$20,534.00	1 Attendance/High School Out of School Education Coordinator. 1/3 salary for the 2022-2023 school year.
2300 - SUPPORT SERVICES – ADMINISTRATION	200 - Benefits	\$12,813.00	1 Attendance/High School Out of School Education Coordinator. 1/3 benefits for the 2022-2023 school year.

Function	Object	Amount	Description
2300 - SUPPORT SERVICES – ADMINISTRATION	100 - Salaries	\$21,000.00	1 Attendance/High School Out of School Education Coordinator. 1/3 salary for the 2023-2024 school year.
2300 - SUPPORT SERVICES – ADMINISTRATION	200 - Benefits	\$13,100.00	1 Attendance/High School Out of School Education Coordinator. 1/3 benefits for the 2023-2024 school year.
		<b>\$83,639.00</b>	

**Section: Budget - Budget Summary**  
**BUDGET SUMMARY**

	<b>100 Salaries</b>	<b>200 Benefits</b>	<b>300 Purchased Professional and Technical Services</b>	<b>400 Purchased Property Services</b>	<b>500 Other Purchased Services</b>	<b>600 Supplies 800 Dues and Fees</b>	<b>700 Property</b>	<b>Totals</b>
<b>1000 Instruction</b>	\$55,220.00	\$44,560.00	\$0.00	\$0.00	\$0.00	\$5,365.00	\$0.00	\$105,145.00
<b>1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1300 CAREER AND TECHNICAL EDUCATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1400 Other Instructional Programs – Elementary / Secondary</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1600 * ADULT EDUCATION PROGRAMS</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1700 Higher Education Programs</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1800 Pre-K</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2000 SUPPORT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2100 SUPPORT SERVICES – STUDENTS</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2200 Staff Support</b>	\$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
<b>Services</b>								
<b>2300 SUPPORT SERVICES – ADMINISTRATION</b>	\$51,434.00	\$32,205.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$83,639.00
<b>2400 Health Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2500 Business Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2600 Operation and Maintenance</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2700 Student Transportation</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2800 Central Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3000 OPERATION OF NON-INSTRUCTIONAL SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3100 Food Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3200 Student Activities</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3300 Community Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES</b>	\$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
	\$106,654.00	\$76,765.00	\$0.00	\$0.00	\$0.00	\$5,365.00	\$0.00	\$188,784.00
<b>Approved Indirect Cost/Operational Rate: 0.0000</b>								\$0.00
<b>Final</b>								\$188,784.00