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 afterschool programming will be twofold. First, to provide afterschool opportunities for our most medically and educationally fragile secondary students (students with multiple disabilities and autism) and second, offer a new and innovative club/sports opportunity. We plan to work with our local agencies and advisory groups to start an afterschool social/emotional/recreational program for middle and high school special educational students who do not participate in current sports or co-curricular programs. Several local advisory groups and local agencies have indicated that there is a significant need for afterschool programming and activities for this population. An informal analysis of students and their interests revealed that many secondary students preferred leisure activities included video games and participating in social media. The students indicated that they spend hours per week playing various video games. Often these students do not participate in athletic or other co-curricular activities. Upon further inquiry students were asked if a eSports club or team were formulated in our schools, would they want to participate. There was overwhelming interest in this type of afterschool program. So in an attempt to engage more students in preferred activities in a structured, yet fun environment, we are proposing to use a large portion or more of our 1% set aside to implement an eSports program on our middle and high school levels.The plan is to use the remainder of the 2021-2022 school year to research these two programs, purchase the necessary materials and supplies for implementation, hire the coaches or staff to support the program and implement these activities for the 2022-2023 school year.

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
Major Racial and Ethnic Groups	Emotional Wellness	50	Student attendance and participation in the afterschool program
Children from Low-Income Families	Emotional Wellness	50	Student attendance and participation in the afterschool program

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

Our district is utilizing ARP funds for academic summer school programs to address student learning loss. Programs such as IXL, First in Math, Orton Gillingham, Wonder Works shall be used as evidence based programs to address student learning loss.The use of this portion of the 7% set aside will be used primarily to address student culture and connection to school. In surveying our high school freshmen for the past two years secondary students who do not participate in typical school-based clubs, sports, activities have indicted that they are interested in more online/virtual activates. This particular population of students indicated a strong interest in more virtual reality, e-games, online socialization as a preferred activity Therefore, we plan to utilize the afterschool 7% set aside funds to address this student identified need. We hope this club/team experience will address some of the social emotional needs of students following two years of limited socialization as a result of the pandemic. Providing students with a positive environment with the guidance of faculty and social workers in this club, students will be able to seek counseling and will be able to design and participate in preferred e-gaming activities. There will be social workers and club advisors/coaches available during club days to meet with students on an as needed basis. This duel pronged approach will assist students with mental health and social emotional needs in a safe environment.

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
4	Internal	Head coach/advisor - I social worker and a minimum of 1 assistant to support students in the running of the cub/sport, organize tournaments, provide instruction and assistance to the students as they complete in the program. Social skills, sprotsmanship and communication skills will be modeled and practiced.

☑

a. **The LEA assures it understands it is responsible to offer the work to its internal employees prior to engaging outside entities.**

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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
Student participation/attendance	daily for the days of operation	Increased participaton in the program and daily attendance.

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

Advertise the two programs to students and families. Provide registration/sign up forms for the program. Provide permission slips for students who participate in individual or group counseling sessions. . Establish and communicate program operation schedules. Communication to families for e-game expos/competitions.

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget

$52,201.00

Allocation

$52,201.00

Budget Over(Under) Allocation

$0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$52,201.00	Purchase computers, monitors, hardware/software for the implementation of a secondary esports program.
		$52,201.00	

Section: Budget - Support and Non-Instructional Expenditures

Support and Non-Instructional Expenditures

Budget
$52,201.00
Allocation
$52,201.00

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	$0.00	$0.00	$0.00	$0.00	$0.00	$52,201.00	$0.00	$52,201.00
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	$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
	$0.00	$0.00	$0.00	$0.00	$0.00	$52,201.00	$0.00	$52,201.00
				Approved Indirect Cost/Operational Rate: 0.0000				$0.00
				Final				$52,201.00