

## 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.

DRCS identified students for inclusion in afterschool programming based on an assessment of performance and academic achievement following the return from COVID\_19 remote learning. All DRCS students have been STEP tested (standardized measure of reading achievement) or MAP tested (standardized measure of MATH & READING achievement). Initial scores on baseline STEP/MAP assessments have driven which students are invited for afterschool programming. Further, afterschool programming is being used to support the needs of those families most impacted by the COVID-19 pandemic, even if it may not be needed academically. An additional 60-90 minutes of childcare, tutoring, and homework help is available to all students regardless of academic achievement upon return to school.

**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.

- 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	90	--Literacy intervention during after school programming ? Literacy growth through school year-- Math intervention during after school programming ? Math growth through school year
Children from Low-Income Families	Some Other Factor	50	After care through partnership with Concilio
Children with Disabilities	Academic Growth	30	Children with Disabilities Academic Growth 20-30 Special Education Extended Day ? Progress on IEP Academic Goals
Children with Disabilities	Emotional Wellness	30	Special Education Extended Day ? Progress on IEP Behavioral/Social Goals

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

DRCS will partner with SpringBoard Collaborative to provide an evidence based, small group reading intervention program to K-4th grade students in academic focused afterschool programming. Students will be regularly STEP tested in order to measure progress. <https://www.springboardcollaborative.org/> 5th and 6th grade students enrolled in the Edgenuity afterschool program will receive support in Math and Literacy achievement through adaptive online learning modules. Edgenuity will provide students with additional instruction based on levels and the modules adjust automatically based on student performance. All learning is online and performance data is available as needed. <https://www.edgenuity.com/Special> Education students will engage in a number of online and small group instruction platforms depending on specific need, diagnosis and IEP goals. All students are also eligible to attend Concilio after school programming for additional aftercare needs. <https://www.elconcilio.net/portfolio-items/after-school-program-for-youth/>

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	Springboard & Edgenuity Teacher/Site facilitator
5	Internal	Special Education After Programming
1	Internal	Concilio Support
4	External Provider	4 External Provider Concilio Program Staff



- 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
STEP Testing	3-4x Per Year	Students engaged in afterschool programming will show increases in STEP levels through school year
MAP Testing	2x Per Year	Students engaged in afterschool programming with show increase in MAP scores/progress towards PSSA proficiency through school year
SPED Progress Monitoring	Per IEP Requirements	Students engaged in afterschool programming will show progress towards meeting annual IEP goals.
Concilio Reporting	Managed by Concilio Programming	Concilio Reporting Managed by Concilio Programming Managed by Concilio Programming

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

Families have been given information about the suite of program offerings available to students, in addition to which program DRCS most recommends, and have been allowed to choose the program option that most meets their needs. Further, families are regularly engaged through progress monitoring processes and SpringBoard Collaborative’s model includes a rather robust family engagement component to support reading gains.

**Section: Budget - Instruction Expenditures**

Instruction Expenditures

**Budget**

\$28,802.00

**Allocation**

\$28,802.00

**Budget Over(Under) Allocation**

\$0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$10,000.00	Licenses/ Access for Compensatory prices for learning platforms for 2 years
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$18,802.00	Stipends/ salaries for 15 staff working afterschool programs for 2 years
		<b>\$28,802.00</b>	

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

Support and Non-Instructional Expenditures

**Budget**

\$28,802.00

**Allocation**

\$28,802.00

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**Budget Over(Under) Allocation**

\$0.00

Budget Overview

Function	Object	Amount	Description
		\$	
		<b>\$0.00</b>	

**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	\$18,802.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,000.00	\$0.00	\$28,802.00
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
<b>Services</b>								
<b>2300 SUPPORT SERVICES – ADMINISTRATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<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
	\$18,802.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,000.00	\$0.00	\$28,802.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$28,802.00