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 <u>Return on Investment of Afterschool Programs in Pennsylvania</u> 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.

Since 2006, Union School District has support a Homework Helpers Program to provide additional learning support for students who are struggling academically through afterschool support. The program is small and has only been able to staff one or two teachers on a limited basis throughout the year. Since the start of the Covid Pandemic, we have struggled to staff the program and the number of students needing support has increased significantly. Our district wishes to expand the program by hiring additional teachers and staffing the program four days per week so that the additional students will receive services. Throughout the 2021-2022 school year, our director of special education has worked with building administration and staff to build an early warning system in identifying students for our MTSS program. Using that system, we are able to identify students who are struggling and/or were significantly impacted by the pandemic academically. Those students will be enrolled in the Homework Helpers program with the goal of building the students' skills through additional instruction and practice. Factors included in the early warning system include attendance data, disciplinary data, course grades, and assessment data.

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	60	Union School District developed an after school tutoring program in 2005 to provide additional instructional assistance for students who are struggling. The program has been moderately effective, but staffing has been an issue. With the onset of the Covid Pandemic, more students have presented needs which could potentially be addressed through some additional support provided by the program, but staffing has been an issue. Since pay has not changed in 16 years of having the program, few staff members choose to provide services. Union School District has decided to increase the hourly pay from $25 per hour

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
			to $30 per hour to recruit and retain additional staff so that we may be able to expand the program to provide services to additional students as well as to offer programming more days of the week. In developing an early warning system which takes into account the students' disciplinary record, attendance, classroom academic performance, and benchmark assessment performance, the district will identify and recommend students who would qualify/benefit from services. Through continuous periodic monitoring of the EWS, students will be recommended to either enter or exit the program.

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

As the district continues to review, revise, and align curriculum to the PA Core Standards, students will focus on skill building activities and lessons through the Homework Helpers Program. Utilizing classroom resources, lessons, work assignments, and supplemental materials, instructors will reteach and reinforce the core skills that students require to be successful in the core content areas. Students who lack the support structures at home and

resources necessary for their success will benefit from having additional small group instructional time as provided by the afterschool program.

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	Instructional paraprofessionals and classroom teachers will be utilized to provide additional instructional support during the afterschool program.

☑

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
Union School District Early Warning System Data	Semi-weekly	A reduction in the number of students identified as at-risk throught the early warning system of 25% is expected by providing afterschool Homework Helpers services.

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

Families will be engaged by providing them the opportunity to both enroll their child in the afterschool program and having positive dialogue concerning their child's academic success as well as areas of struggle. The parents will then be offered opportunities to meet directly with staff to discuss how they may also participate and support their child's learning progress within the home. Parent instructional sessions are planned periodically in the evenings to help encourage parent interaction and support within the home.

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget

$16,731.00
Allocation
$16,731.00

Budget Over(Under) Allocation

$0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$16,731.00	Stipend pay for teachers and instructional paraprofessionals to staff the Homework Helpers program after school for the 2022-2023 and 2023-2024 school years.
		$16,731.00	

Section: Budget - Support and Non-Instructional Expenditures

Support and Non-Instructional Expenditures

Budget

$16,731.00
Allocation
$16,731.00

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	$16,731.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$16,731.00
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
	$16,731.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$16,731.00
				Approved Indirect Cost/Operational Rate: 0.0480				$0.00
				Final				$16,731.00