

## 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 Shenango Area School District looked at various data points to identify students for inclusion in after-school programming. In terms of academic progression, students in grades K-8 were identified for after-school programming utilizing a four-pronged system: benchmark testing, diagnostic testing, student report cards, and teacher recommendation. Through the use of FastBridge, an online benchmark testing software, students were identified in both math and reading that may have learning gaps based on comparisons to state standards and peer performance. On-going diagnostic testing utilizing the IXL software offers real-time feedback to teachers regarding student performance based on grade-level indicators. Relying on these two sets of data, students that have been found to have learning gaps or are working below grade level, will be invited to be included in our after-school programming for academic purposes. In addition, performance indicators based on student report cards as well as teacher observations will play a role in identifying students who need extra academic support through after-school programming. Another indicator of the inclusion of students in after-school programming focuses on social emotional learning and the sense of belonging. Through student interest inventories and recommendations from school counselors, after-school programs will be developed to provide the necessary supports for students that may struggle with social and mental health issues. Ultimately, students from low-income families and students with disabilities will have first priority when establishing an after-school program roster. Any remaining seat availability will be assigned on a first come first served basis from the remainder of our student population.

**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	50	Utilize IXL program to track and measure performance in math and reading.
Children with Disabilities	Academic Growth	20	Utilize IXL program to track and measure performance in math and reading.
Gender	Emotional Wellness	20	Student surveys and program participation will be utilized in measuring impact of emotional wellness of female students.
Children from Low-Income Families	Emotional Wellness	50	Participation statistics will help measure impacts of a sense of belonging in our student population.

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

Utilizing IXL, a internet based software program, student achievement on state standards and local academic content will be tracked to ensure student growth. In addition, the district will use FastBridge, an online benchmark testing software, to track the closing of learning gaps to

state standards and peer performance indicators. From an social emotional standpoint, student surveys will help track student mental health status along with a sense of belonging to our school community.

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
25	Internal	Create and facilitate after-school programming.



- 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
IXL	Prior, during, and conclusion of program	We expect to see positive academic gains and ultimately students working and mastering appropriate grade level content.
FastBridge	Winter and Spring	Positive gains based on grade level standards.
		Increase in the amount of

<b>Tool Used to Evaluate Success</b>	<b>Frequency of Use</b>	<b>Expected Results</b>
Report Cards	Every 9-weeks	students passing core classes during a 9-week period.
Student Survey	Prior and conclusion of program	Increase in the overall sense of student belonging and student participation in school-based activities.
Office Referrals	Duration of program	It is the hope that office referrals will decline over the course of the after-school programs.

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

The district will engage parents through the use of ParentSquare, an online communication system. Group and individual messages to parents will be utilized to share program information, program expectations, and individual student progress.

**Section: Budget - Instruction Expenditures**

Instruction Expenditures

**Budget**

\$32,228.00

**Allocation**

\$32,228.00

**Budget Over(Under) Allocation**

\$0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$23,000.00	Teacher salary for after-school program.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$6,000.00	Supplies for after-school program
		<b>\$29,000.00</b>	

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

Support and Non-Instructional Expenditures

**Budget**

\$32,228.00

**Allocation**

\$32,228.00

**Budget Over(Under) Allocation**

\$0.00

Budget Overview

Function	Object	Amount	Description
2700 - Student Transportation	100 - Salaries	\$2,000.00	Van driver salaries
2600 - Operation and Maintenance	100 - Salaries	\$1,228.00	Security guard salary
		<b>\$3,228.00</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>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY</b>	\$23,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$6,000.00	\$0.00	\$29,000.00
<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>	\$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>	\$1,228.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,228.00
<b>2700 Student Transportation</b>	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,000.00
<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
	\$26,228.00	\$0.00	\$0.00	\$0.00	\$0.00	\$6,000.00	\$0.00	\$32,228.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$32,228.00