

## 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 New Brighton Area School District chose to make our afterschool programming available to all students. Our population identifies as near, or just over, 70% low socioeconomic depending on the grade level. Additionally, we have approximately 13% who have an individualized education plan (IEP), and our state assessment date varies depending on grade level. We believe we have the capacity to meet the need of the number who may request access to the afterschool programming that we are offering, so we chose to open it up to all students. To date, we are finding that we can meet the needs of all who are asking for and submitting registration forms for involvement so we do not have any indicators needed in limiting or reducing the number who are involved.

**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	50	Personalized invitations; communication directly with family; review of student specific data pre, during and post involvement.

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

We are focused on monitoring multiple measures to support growth in the afterschool programming. First, we will review attendance data. We believe that students who regularly attend the afterschool programming have the highest chance of success in working with our teachers and local student teaching candidates from local universities. We will focus on attendance and monitor student attendance in the program. Next, we will review classroom based data from the students who are in attendance. We will review their classroom level grades, assignment completion, and test achievement, because our afterschool programming will contain a homework help portion which will also include a test prep portion. Finally, we will review and analyze various standardized assessment data for our students, such as but not limited to, STAR, Accelerated Reading and Math, iXL, CDT, and PSSA data. All of this data collectively will allow us to assess the quality of the afterschool programming and its impact on our students.

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

Number of Staff Members	Internal/Outside Provider	Role
5	Internal	Teaching and support role within the program
1	External Provider	Oversight and administrative role within the program for implementation.



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
Attendance Data	Monthly	Review of student attendance both in school and with the afterschool program
Classroom Achievement	Weekly	Review of student achievement with classroom grades, particularly because the program will focus on homework help and class work and needs.

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

The afterschool programming that we have developed involves multiple parent engagement programs. There are a minimum of two formal parent engagement programs in which parent specific presentations are made, dinner is served, and parents are engaged in sessions that are aimed at their needs, based on survey data they provide. Additionally, parent support items are sent home such as, but not limited to, fliers and how-to type documents that help parents with how to help their child, support their child, and work on their school and growth needs. Additionally, information is shared about parent programming throughout the county and parents are supported in attending so our schools become one cohesive unit with the community and county as a whole.

**Section: Budget - Instruction Expenditures**

Instruction Expenditures

**Budget**

\$42,044.00

**Allocation**

\$42,044.00

**Budget Over(Under) Allocation**

\$0.00

Budget Overview

Function	Object	Amount	Description
1000 - Instruction	300 - Purchased Professional and Technical Services	\$10,000.00	Partnership with Trailblazers organization to provide afterschool programming to middle and high school age students. Programming will include homework help, skill remediation and development, job and soft skill development, career planning, and field trips for engagement and enrichment.
1000 - Instruction	300 - Purchased Professional and Technical Services	\$32,044.00	Contracted service with Tame Inc, from Penn State Univ., to operate the Dare2XL afterschool programming. Teaching services provided by District staff in other budget categories. Contracted services provide administrative

Function	Object	Amount	Description
			and coordination services, parent engagement, parent and family programming, staff support, and program needs.
		<b>\$42,044.00</b>	

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

Support and Non-Instructional Expenditures

**Budget**  
\$42,044.00  
**Allocation**  
\$42,044.00

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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**

	<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	\$42,044.00	\$0.00	\$0.00	\$0.00	\$0.00	\$42,044.00
<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>	\$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
	\$0.00	\$0.00	\$42,044.00	\$0.00	\$0.00	\$0.00	\$0.00	\$42,044.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$42,044.00