

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.

BHASD offers the after school WHY program to all students in grades 6 - 8. Our Student Assistance Program (SAP) team research has found a high number of at-risk students in our middle school that struggle with academics and socialization. A building level message is shared with families at the beginning of the school year providing details about the program, daily time frame, and digital sign up link. Parents are able to sign their child(ren) up weekly and based on the schedule can determine if their child attends. All sessions focus on health and wellness, academic support, and socialization. This past year was impacted by the Pandemic and in addition to our research with the SAP team, BHASD used local assessment data and input from both parents and teachers to identify students struggling with academic and social needs. Our building level message was still shared with all parents affording all students the opportunity to participate in the WHY program at any point throughout the year Monday through Thursday from 2:30 - 5:30p.m. Additional messages are shared directly with students in our intervention program to ensure parents are aware of available after school programs. Weekly reminders with registration links are provided to families and are updated weekly by our lead instructors.

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	15	Review of intervention reports and current Imagine math and Fastbridge data assessments. Building knowledge and vocabulary in the areas of reading and mathematics.
Children with Disabilities	Academic Growth	15	Review of intervention reports and current Imagine math and Fastbridge data assessments. Building knowledge and vocabulary in the areas of reading and mathematics.

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

BHASD utilizes resources and activities focused around literacy, math, science, arts, and health. Activities are compiled from the Afterschool Training Toolkit from the Southwest Educational Development Laboratory (SEDL). In addition, the structure of the program is based around the research model by Durlak, Weissberg and Pachan, SAFE (sequenced, active, focused, and explicit). The program is sequenced with a connected and coordinated set of activities to achieve objectives. It actively engages learners in the practice and learning of new skills. Activities are focused on developing at least one personal or social skills. And, it

is explicit in targeting specific SEL (Social and Emotional Learning) skills. This directly connects to the Mosaic lessons in Turbo Leader I dashboard. These lesson activities will be integrated into weekly activities to address the SEL needs of the 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
3	Internal	Teachers



- 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
Survey	Tri-Semester	Gather feedback from parents and students about program experience.
Participation Log	Weekly	Track and identify number of participants from each grade level.
Benchmarking Data	Tri-Semester	Measure increase/decrease of performance results in mathematics (Imagine Math)

Tool Used to Evaluate Success	Frequency of Use	Expected Results
		and reading (FastBridge).
CDT	Tri-Semester	Measure increase/decrease performance in mathematics and reading skill areas.
Mosaic by ACT SEL Assessment	Semester	Measurement of social and emotional development.

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

BHASD will provide weekly updates and reminders to families that will be shared out via our media dashboards. Families will be encouraged to participate in afterschool programs that accelerate and enrich student learning.

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget

\$21,028.00

Allocation

\$21,028.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$6,000.00	Lead teacher year 1
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$4,000.00	Co-teacher year 1
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$6,000.00	Lead teacher year 2
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$4,000.00	Co-teacher year 2
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	\$1,028.00	STEM, cooking materials, gym equipment costs
		\$21,028.00	

Section: Budget - Support and Non-Instructional Expenditures

Support and Non-Instructional Expenditures

Budget

\$21,028.00

Allocation

\$21,028.00

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	\$0.00	\$0.00	\$0.00
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	\$20,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,028.00	\$0.00	\$21,028.00
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
	\$20,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,028.00	\$0.00	\$21,028.00
				Approved Indirect Cost/Operational Rate: 0.0000				\$0.00
				Final				\$21,028.00