

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 Carlisle Area School District embraces the opportunity to enhance after school programming to help address the needs of all of our learners and especially those affected most disproportionately by COVID-19. Teachers and administrators have identified decreased academic achievement following COVID-19. Identification strategies include, but are not limited to, classroom observation, universal screeners and benchmark assessments, and report card data. The district also employs other sources of data - disciplinary data, attendance data, counseling center records, SAP referrals, and other indicators - to identify students who are experiencing additional barriers which may impede their ability to access school programming. Students who were already identified as at-risk - low-income students, students from identified racial or ethnic groups, English learners, and special education students - have been especially vulnerable to learning loss during COVID-19. It is our intent that after-school programming would be accessible to any interested student or family, but that it would specifically target students identified as "at risk" in any of these areas.

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	1,000	<p>Teachers and administrators have identified decreased academic achievement following COVID-19. Identification strategies include, but are not limited to, classroom observation, universal screeners and benchmark assessments, and report card data. Students who were already identified as at-risk - low-income students, students from identified racial or ethnic groups, English learners, and special education students - have been especially vulnerable to learning loss during COVID-19.</p>
			<p>Teachers and administrators have identified decreased academic</p>

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
Major Racial and Ethnic Groups	Academic Growth	500	achievement following COVID-19. Identification strategies include, but are not limited to, classroom observation, universal screeners and benchmark assessments, and report card data. Students who were already identified as at-risk - low-income students, students from identified racial or ethnic groups, English learners, and special education students - have been especially vulnerable to learning loss during COVID-19.
Children with Disabilities	Academic Growth	500	Teachers and administrators have identified decreased academic achievement following COVID-19. Identification strategies include, but are not limited to, classroom observation, universal screeners and benchmark assessments, and report card data. Students who were already identified as

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
			<p>at-risk - low-income students, students from identified racial or ethnic groups, English learners, and special education students - have been especially vulnerable to learning loss during COVID-19.</p>
English Learners	Academic Growth	200	<p>Teachers and administrators have identified decreased academic achievement following COVID-19. Identification strategies include, but are not limited to, classroom observation, universal screeners and benchmark assessments, and report card data. Students who were already identified as at-risk - low-income students, students from identified racial or ethnic groups, English learners, and special education students - have been especially vulnerable to learning loss during COVID-19.</p>
			<p>Teachers, counselors, and administrators</p>

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	Emotional Wellness	1,000	<p>have identified increased social and emotional needs which have impacted students' ability to fully access learning in school. These needs include re-learning school norms and expectations, managing and regulating behavior, and interacting appropriately with others. Identification strategies include, but are not limited to, classroom observation, disciplinary documentation, counseling office records and documentation, SAP records and documentation, and attendance data.</p>
			<p>Teachers, counselors, and administrators have identified increased social and emotional needs which have impacted students' ability to fully access learning in school. These needs include re-learning school norms and expectations, managing and</p>

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
Major Racial and Ethnic Groups	Emotional Wellness	500	regulating behavior, and interacting appropriately with others. Identification strategies include, but are not limited to, classroom observation, disciplinary documentation, counseling office records and documentation, SAP records and documentation, and attendance data.
Children with Disabilities	Emotional Wellness	500	Teachers, counselors, and administrators have identified increased social and emotional needs which have impacted students' ability to fully access learning in school. These needs include re-learning school norms and expectations, managing and regulating behavior, and interacting appropriately with others. Identification strategies include, but are not limited to, classroom observation, disciplinary documentation, counseling office

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
			records and documentation, SAP records and documentation, and attendance data.
English Learners	Emotional Wellness	200	Teachers, counselors, and administrators have identified increased social and emotional needs which have impacted students' ability to fully access learning in school. These needs include re-learning school norms and expectations, managing and regulating behavior, and interacting appropriately with others. Identification strategies include, but are not limited to, classroom observation, disciplinary documentation, counseling office records and documentation, SAP records and documentation, and attendance data.

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

The Carlisle Area School District embraces the opportunity to provide robust after-school programming for district students. We recognize the importance of high-dosage tutoring with individual students and small groups of students. We also recognize the importance of providing enriching experiences and activities that provide opportunities for interaction and socialization which both support learning and are engaging and fun. As such, the District is developing a plan for after-school programming facilitated by district personnel at each level - elementary, middle, and high. The district already enjoys strong partnerships with local organizations. This program offers an excellent opportunity to leverage those partnerships to provide additional experiences and opportunities.

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	We estimate the need for approximately 25 staff across the 10 buildings to implement after-school programs at each building.



- 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
		We will track student

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Attendance metrics	Per after school meeting	participation in after school activities, and will disaggregate data by sub-group.
Achievement metrics	Reporting periods	We will use grades and benchmark assessments to determine possible effects of after school programming on achievement.

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

The Carlisle Area School District has a strong history of involving parents in school and after school programs and activities. This is especially true in our Title I buildings in which the administration and staff go to great lengths to communicate with, invite, and provide a welcoming environment for all students and their families. It would be our goal in all buildings to communicate the activities and experiences provided, to remove barriers to participation, and to share the benefits of participation. This would be done through principal emails and communications, flyers, website notifications, phone calls, and additional one-on-one communications.

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget

\$76,251.00

Allocation

\$76,251.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$48,000.00	Salaries for faculty and staff to facilitate after school instruction and programming.
1000 - Instruction	200 - Benefits	\$7,000.00	Benefits for faculty and staff to facilitate after school instruction and programming.
1000 - Instruction	600 - Supplies	\$21,251.00	Materials and supplies for after school programming.
		\$76,251.00	

Section: Budget - Support and Non-Instructional Expenditures

Support and Non-Instructional Expenditures

Budget

\$76,251.00

Allocation

\$76,251.00

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	\$48,000.00	\$7,000.00	\$0.00	\$0.00	\$0.00	\$21,251.00	\$0.00	\$76,251.00
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	\$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
	\$48,000.00	\$7,000.00	\$0.00	\$0.00	\$0.00	\$21,251.00	\$0.00	\$76,251.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$76,251.00