

## 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.

In order to improve the quality of life for Belmont residents, quality services like after-school programming must continue to be available. Belmont students suffer from a multitude of social and economic obstacles. In 2014, we completed a study on issues directly facing our students. Our internal needs assessment showed that 61% of students come from a single parent home, 8% are currently homeless, 32% are previously homeless, 17% have an immediate family member incarcerated, 7% experience domestic violence, and 4% endured physical abuse, while 3% have been sexually abused. 11% of homes have drug and alcoholism, 3% had a parent/immediate family member killed, 11% reside with a foster parents, 15% have mental health issues, 23% student's parents suffer with mental health issues; while, 36% have behavior problems in school, and 16% are truant in school. In an effort to combat some of these barriers, we have been providing social and emotional support services for the past decade to these students and their families. These services include daycare, Head Start programming, case managed social work, and after-school programming. Additionally, Belmont Charter School opened up a community health center for the neighborhood. It is our belief that in order to provide the necessary tools for success both in school and beyond, we must support each child holistically. To do this we must not just focus on academics, but must provide resources to improve the emotional, social and physical well-being of each student. The initial identifiers for servicing students in our after-school program: Academically at-risk, Homeless, Low-Income (based on Free/Reduced Lunch Criteria). The After-school program specifically recruited these populations to participate in After-school programming to build strong relationships and connections with students and families. This student population attends our school. Program staff work with teachers, staff, and social workers to recruit students on a need basis. Staff and teachers that have the strongest relationships with families seek them out to help our program.

**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
Major Racial and Ethnic Groups	Academic Growth	350	Our After School program staff have an extremely collaborative and supportive relationship with the school day staff atBCS and as a result we have been able to tailor direct academic support for our students that align with their individual academic goals. This involvesimplementatio n of a blended learning model that utilizes a combination of tutors, specific instruction and technology driven curriculum to keep our kids on pace academically and provide healthy outlets to engage inmeaningful enrichment opportunities.
			Our After School program staff have an extremely

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	350	collaborative and supportive relationship with the school day staff atBCS and as a result we have been able to tailor direct academic support for our students that align with their individual academic goals. This involvesimplementatio n of a blended learning model that utilizes a combination of tutors, specific instruction and technology driven curriculum to keep our kids on pace academically and provide healthy outlets to engage inmeaningful enrichment opportunities.
Children from Low-Income Families	Academic Growth	350	We have been able to tailor directacademic support for our students that align with their individual academic goals. This involves implementation of a blended learning model that utilizes acombination of tutors, specificinstruction and technology drivencurriculum to

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			keep our kids on paceacademically and provide healthyoutlets to engage in meaningfulenrichment opportunities.
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			Our after school staff have an extremely collaborative and supportive relationship with the school day staff at BCS and asa result we have been able to tailordirect academic support for our students that align with their individual academic goals. This

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
Students Experiencing Homelessness	Academic Growth	30	involves implementation of a blended learning model that utilizes a combination of tutors, specific instruction and technology driven curriculum to keep our kids on pace academically and provide healthy outlets to engage in meaningful enrichment opportunities.
Students Experiencing Homelessness	Emotional Wellness	30	Our after school staff have an extremely collaborative and supportive relationship with the school day staff at BCS and as a result we have been able to tailor direct academic support for our students that align with their individual academic goals. This involves implementation of a blended learning model that utilizes a combination of tutors, specific instruction and technology driven curriculum to keep our kids on pace academically and provide healthy outlets to engage in meaningful enrichment opportunities.

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
Youth in Foster Care	Academic Growth	38	<p>Our after school staff have an extremely collaborative and supportive relationship with the school day staff at BCS and as a result we have been able to tailor direct academic support for our students that align with their individual academic goals. This involves implementation of a blended learning model that utilizes a combination of tutors, specific instruction and technology driven curriculum to keep our kids on pace academically and provide healthy outlets to engage in meaningful enrichment opportunities.</p>
	Emotional Wellness	38	<p>Our after school staff have an extremely collaborative and supportive relationship with the school day staff at BCS and as a result we have been able to tailor direct academic support for our students that align with their individual academic goals. This involves implementation of a</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
			blended learning model that utilizes a combination of tutors, specific instruction and technology driven curriculum to keep our kids on paceacademically and provide healthyoutlets to engage in meaningfulenrichment opportunities.

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

The program's quality measures and benchmarks begin with attendance. The first indicator of quality usually comes to two things: Are the kids coming? Are the kids staying until dismissal? If those two things are happening, academic time continues to become quiet and more focused, free play is focused on fun and engagement, projects are more in depth, thoughtful, and intentional. Our program will also be tracking academic and behavior progress for students during the school day to ensure we are meeting our stated goals of improving their performance during the school day. The method for tracking and collecting data on these measures will be to continue to use the student debrief forms, 21st Century skills rubrics, routine club check ins with evaluation sheet, and attendance. From student voice, staff rubrics, OST leadership pop-ins, and student participation should provide a solid indicator of quality programming. These quality control measures coupled with academic data will provide a clear picture of the impact of our programs.

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
5	Internal	Academic/Enrichment Leaders





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
21st Century skills rubrics	3x per year	Students are developing the seven C's: critical thinking; creativity and innovation; collaboration; cross-cultural understanding; communication; computing
Student Debrief forms	4x per year	Student feedback is honest, positive, and gives clear indication of success of the program.

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

The OST program hosts roughly 4-6 showcases to culminate each program's projects. STEAM clubs allow for demonstrations and participation from parents and community members. Students are able to present the process of the final product. From engineering bridges, planes, cities, golf courses to manufacturing and designing t-shirts, sneakers, headwear, and the art of crochet, parents are able to get a glimpse on all that their children accomplished during out of school time. The OST monthly newsletter is released in conjunction with Belmont Charter School. It has become a one stop shop for parents and community members to know all the things that are offered and upcoming in the community. The utilization of the newsletter

for our families has grown as Belmont Charter School continues to support our students during out of school time. The newsletter lists session changes, showcase dates, OST closures, and special events. Finally, the OST program requires families to attend an enrollment interview. The purpose of the enrollment interview is to complete required paperwork and learn about each child who will be enrolled. The parent agreement is part of the enrollment process, and allows for healthy dialogue regarding child and parent participation. This valued FaceTime goes a long way as trust is established from both the child and the parents.

**Section: Budget - Instruction Expenditures**

Instruction Expenditures

**Budget**

\$82,698.00

**Allocation**

\$82,698.00

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**Budget Over(Under) Allocation**

\$0.00

Budget Overview

Function	Object	Amount	Description
		\$	
		<b>\$0.00</b>	

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

Support and Non-Instructional Expenditures

**Budget**

\$82,698.00

**Allocation**

\$82,698.00

**Budget Over(Under) Allocation**

\$0.00

Budget Overview

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$40,000.00	High School After School Comprehensive Enrichment Programming-Staffing Enrichment stipends
2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	\$42,698.00	High School After School Comprehensive Enrichment Programming-Supplies
		<b>\$82,698.00</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>	\$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>	\$40,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$42,698.00	\$0.00	\$82,698.00
<b>2200 Staff Support</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

	<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>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
	\$40,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$42,698.00	\$0.00	\$82,698.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$82,698.00