

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.

Firstly, Vision Academy CS will provide an Extended Learning Program to ensure mastery and provide diverse opportunities for all students because research demonstrates that mastery for some students cannot be achieved in the hours of a standard school day. Secondly, Vision Academy CS offers an After School Program to offer other opportunities such as clubs, scholastic challenges such as math and science competitions, and other activities. Also, Vision Academy CS will offer a Saturday School and Summer School for all students so that they are provided with longer supplemental and targeted instruction in smaller groups to close the gap and improve academic scores drastically. Vision Academy CS has established has a Leadership Team to support the planning process to understand the current state of students' learning considering both data from at-home learning and in-school learning from the 2019-2020 and 2020-2021 school years: To set our intervention and acceleration vision and goals, To Work toward a plan to give every student, regardless of their identity or background, access to grade-appropriate assignments, strong instruction, deep engagement, and teachers with high expectations as well as a plan to monitor and adjust course throughout the year. Our plan includes guidance around diagnosing students, revisions, and updates to curricular scope & sequences, and teacher and leader training to intervene and accelerate student learning. It prioritizes the most critical prerequisite skills and content knowledge for each subject area and grade level. To determine how to address unfinished learning, we'll prioritize the most important content knowledge and skills from previous years that students need to be successful in their current grades. We will draft and finalize guidance for how teachers should diagnose students' unfinished learning, and ensure that teachers diagnose only the most critical and potential learning gaps in their grade level and subject area. We began making updates to our pacing guides and scope and sequence that reflect our intervention and acceleration plan and our teacher and leader training plan to support our staff to accelerate student learning and finish the updates to our district's pacing guides or scope and sequences. Then check our plan against the student and teacher data analyzed by verifying that we've focused on building in the most important content knowledge and skills students will need to master grade-level standards. Finalize training plan and session content for teachers and leaders. Deliver our "Extended Learning & After School, Summer and Saturday School Programs" training to teachers and leaders. Evaluate how our plan to accelerate student learning is going and make adjustments as needed. These funds will be integrated with other fundings by ensuring that the plan is consistent and the needs identified align with data and funding is allocated appropriately.

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	150	Secondly, Vision Academy CS offers an After School Program to offer other opportunities such as clubs, scholastic challenges such as math and science competitions, and other activities. Also, Vision Academy CS will offer a Saturday School and Summer School for all students so that they are provided with longer supplemental and targeted instruction in smaller groups to close the gap and improve academic scores drastically.

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

Firstly, Vision Academy CS will provide an Extended Learning Program to ensure mastery and provide diverse opportunities for all students because research demonstrates that mastery for some students cannot be achieved in the hours of a standard school day. Secondly, Vision Academy CS offers an After School Program to offer other opportunities such as clubs,

scholastic challenges such as math and science competitions, and other activities. Also, Vision Academy CS will offer a Saturday School and Summer School for all students so that they are provided with longer supplemental and targeted instruction in smaller groups to close the gap and improve academic scores drastically. Vision Academy CS has established has a Leadership Team to support the planning process to understand the current state of students' learning considering both data from at-home learning and in-school learning from the 2019-2020 and 2020-2021 school years: To set our intervention and acceleration vision and goals, To Work toward a plan to give every student, regardless of their identity or background, access to grade-appropriate assignments, strong instruction, deep engagement, and teachers with high expectations as well as a plan to monitor and adjust course throughout the year. Our plan includes guidance around diagnosing students, revisions, and updates to curricular scope & sequences, and teacher and leader training to intervene and accelerate student learning. It prioritizes the most critical prerequisite skills and content knowledge for each subject area and grade level. To determine how to address unfinished learning, we'll prioritize the most important content knowledge and skills from previous years that students need to be successful in their current grades. We will draft and finalize guidance for how teachers should diagnose students' unfinished learning, and ensure that teachers diagnose only the most critical and potential learning gaps in their grade level and subject area. We began making updates to our pacing guides and scope and sequence that reflect our intervention and acceleration plan and our teacher and leader training plan to support our staff to accelerate student learning and finish the updates to our district's pacing guides or scope and sequences. Then check our plan against the student and teacher data analyzed by verifying that we've focused on building in the most important content knowledge and skills students will need to master grade-level standards. Finalize training plan and session content for teachers and leaders. Deliver our "Extended Learning & After School, Summer and Saturday School Programs" training to teachers and leaders. Evaluate how our plan to accelerate student learning is going and make adjustments as needed. These funds will be integrated with other fundings by ensuring that the plan is consistent and the needs identified align with data and funding is allocated appropriately.

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
15	Internal	Sponsoring after school clubs



- 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
i-Ready	once per semester	5% academic growth in math and reading

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

Families are encouraged to volunteer for extended for our “Extended Learning & After School, Summer and Saturday School Programs”.

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget

\$9,602.00

Allocation

\$9,602.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$9,602.00	Salary for the teachers worked in after school (xtended day programs)
		\$9,602.00	

Section: Budget - Support and Non-Instructional Expenditures

Support and Non-Instructional Expenditures

Budget

\$9,602.00

Allocation

\$9,602.00

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	\$9,602.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$9,602.00
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
	\$9,602.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$9,602.00
				Approved Indirect Cost/Operational Rate: 0.0000				\$0.00
				Final				\$9,602.00