

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.

Our program is geared but not limited to the site's population which consist of students who have been identified as low income, based on the free and reduced lunch criteria. All student that attends Harambee are eligible for the afterschool program, allowing families to register at will. In conjunction with the open enrollment model, the program director works directly with school day teachers to identify students who would benefit from the opportunity to take part in an extended learning program. School day teachers are asked to consider daily classroom subject performance, particularly in ELA and Math) along with diagnostic and benchmark data. During the initial phases of the pandemic our afterschool program shifted from in-person engagement to a virtual learning environment. There is evidence that the additional virtual learning opportunities provided by the afterschool program were a complement to the regular school day's virtual learning model. Teachers and parents expressed a need for additional support in the form of instructional time as a result of the varying comfortability of engaging students in virtual learning. Students that were considered academically at-risk prior to the pandemic, in some cases, found it even harder to access the material when delivered in the virtual learning model. Through the pandemic, the participation in the afterschool decreased. Collectively the teachers, program director, and school administrators attribute this decrease in participation to the extensive screen time requirements of virtual learning both for the regular school day and after schoo

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
			<p>Our program is geared but not limited to the site's population which consist of students who have been identified as low income, based on the free and reduced lunch criteria. All student that attends Harambee are eligible for the afterschool program, allowing families to register at will. In conjunction with the open enrollment model, the program director works directly with school day teachers to identify students who would benefit from the opportunity to take part in an extended learning program. School day teachers are asked to consider daily classroom subject performance, particularly in ELA and Math) along with diagnostic and benchmark data.</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	Academic Growth	200	<p>During the initial phases of the pandemic our afterschool program shifted from in-person engagement to a virtual learning environment. There is evidence that the additional virtual learning opportunities provided by the afterschool program were a complement to the regular school day's virtual learning model. Teachers and parents expressed a need for additional support in the form of instructional time as a result of the varying comfortability with engaging students in virtual learning. Students that were considered academically at-risk prior to the pandemic, in some case found it even harder to access the material when delivered in the virtual learning model. Through the pandemic the participation in the afterschool decreased. Collectively the teachers, program director and school 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
			attribute this decrease in participation to the extensive screen time requirements of virtual learning both for the regular school day and after school.

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

The afterschool program is a partner to the regular school day academic program. As stated previously the program will continue and expand its use of the AIMSweb for assessment, data management, and reporting. This program provides an overview of the students' local performance and growth norms which will support screening and progress monitoring of math and reading skills for students in grades 1- 8. This data will be used to design a response to the intervention plan by developing a scope and sequence-specific to afterschool instruction. The school's academic team continues to research and recommend evidence-based learning resources. It is the goal of the program to purchase a STEAM-based literacy program designed by Teacher Created Material. These learning resources were created in collaboration with the Smithsonian Institute. The program teaches key reading skills by focusing on reading comprehension, fluency, word recognition, academic vocabulary, and phonics. The resource meets the rigor and requirements of the PA standards while allowing for differentiation strategies to target on, above, below-level. The program will continue the use of the I-Ready Math for math instruction and intervention.i-ready Mathematics is an online program that provides students with differentiated instruction and supports their individual learning needs. Responsive instruction provides consistent insight into student understanding and performance, enabling teachers to monitor their students' progress. This program provides just-in-time instruction that is responsive to individual student needs, engages students with relevant challenges, and provides pathways to deeper understanding.The afterschool program's program baseline curriculum is fully aligned to the core math/literacy standards with a focus on extending and enriching such instruction through STEAM activities. Many of these programs give students hands-on engagement opportunities. Through the pandemic access to these opportunities was limited even though many of our partners supported the shift to virtual learning by adjusting their curriculum. It is our goal to continue to build our partnerships in order to not only re-engage students in these STEAM-based programs but also expand the program offerings. We are seeking partnerships with tech companies, hospitals, and visual/ performing arts networks. Our partnerships have been a tool to drive instruction, enrollment, and participation

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
10	Internal	Program instructors
7	Internal	Classroom support staff
6	External Provider	Program instructors for art, capoeira, music, urban gardening, financial literacy, and drumming.



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
		In order to assess the program's success, an internal evaluation team will be put together. This team will be comprised of the program director, CFO, and 2 academic coaches. This team will meet to design an evaluation plan with

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Internal Evaluation Team and Rubric	Semi-Annual	<p>an implementation schedule. This plan will include questions for a teacher survey, family survey, and create data sets for academic progress. Data collected in the areas of attendance, teacher survey outcomes, family engagement, and academic growth will be assessed. Additionally, a rubric based on program goals and funding allocations will be created and used as a tool to measure overall program success. The expectation is that the program provides a safe, well-organized, educational, and recreational afterschool/summer program. It is the intent of the program to ensure that students are cared for in such a way that is beneficial for both the family and student as they grow, socially, emotionally as well as academically. The afterschool program will continue to be a space where students who need additional support are receiving opportunities to reach success through intervention supports and students who are excelling are able to extend their learning through enriching activities that support and extend their classroom experiences.</p>

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

The afterschool program is inclusive of a component called Parent University. Parent University is designed to focus primarily on family engagement. We will continue the initiatives of Parent University, which includes a parent liaison, whose role is to collaborate with the

program director in an effort to create events and opportunities for parent engagement. Within this role, the parent liaison will create and administer family surveys having to do with overall program satisfaction. The results from this survey will also be included in the program success evaluation process. The afterschool program is also committed to assessing the needs of families and providing resources and opportunities to address the identified needs. Such as continuing education and financial literacy resources. The program will also host a series of family fun events such as game nights, literacy nights, and student learning showcases. The afterschool program also has a website and uses parent communication tools such as ClassDojo, robocall, email, and text messages to share information with families.

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget

\$41,474.00

Allocation

\$41,474.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$25,000.00	Teacher Created Materials curriculum to support STEAM afterschool interventions.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$5,000.00	Retain and recruit internal teachers to be instructors in the afterschool program for learning continuity and consistency with children.
		\$30,000.00	

Section: Budget - Support and Non-Instructional Expenditures

Support and Non-Instructional Expenditures

Budget

\$41,474.00

Allocation

\$41,474.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$11,474.00	Professional development sessions the master the use of the Teacher Created Materials curriculum.
		\$11,474.00	

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	\$5,000.00	\$0.00	\$25,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$30,000.00
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	\$11,474.00	\$0.00	\$0.00	\$0.00	\$0.00	\$11,474.00

	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
	\$5,000.00	\$0.00	\$36,474.00	\$0.00	\$0.00	\$0.00	\$0.00	\$41,474.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$41,474.00