

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 Summer school Programs in Pennsylvania study determined that for every dollar invested in summer 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 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](#).

Section 1 - Needs Assessment: In this section, LEAs are asked to describe the impact of the pandemic on their students since March 2020.

Indicators of Impact

1. Describe how the LEA identified students for inclusion in a summer school program. Include a brief description of the indicators used in the decision-making process.

Like our school year program, the summer program is geared but not limited to the site's population which consists of students who have been identified as low income, based on the free and reduced lunch criteria. Different from the afterschool program, the initial enrollment is

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extended to students that have been recommended by their regular school day teacher. These students are identified as students who would greatly benefit from the additional instructional time in order to successfully transition to the next grade level. Harambee does not have traditional summer school programming for students endanger of failing but does offer an intervention opportunity through the summer program. These recommended students have completed all requirements for promotion but maybe testing significantly below grade level in some areas. Referral letters for the program are sent directly to families during the final marking period. These letters are complete with a link to register and a window for completion of the registration. It is the goal of the summer program to identify and address the learning need through the use of diagnostic assessment data and teacher feedback. After the initial registration is closed and if space is available the registration process is shifted to open enrollment

Section: Narratives - Summer School Program Questions

Summer School Program Questions: In this section, LEAs are asked to describe the activities they have designed to provide summer 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>Like our school year program, the summer 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. Different from the afterschool program, the initial enrollment is extended to students that have been recommended by their regular school day teacher. These students are identified as students who would greatly benefit from the additional instructional time in order to successfully transition to the next grade level. Harambee does not have a traditional summer school programming for students endanger</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	100	<p>of failing but does offer an intervention opportunity through the summer program. These recommended students have completed all requirements for promotion but may be testing significantly below grade level in some areas. Referral letters for the program are sent directly to families during the final marking period. These letters are complete with a link to register and a window for completion of the registration. It is the goal of the summer program to identified and address the learning need through the use of the diagnostic assessment data and teacher feedback. After the initial registration is closed and if space is available the registration process is shifted to open enrollment</p>

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

The afterschool program is a partner to the regular school day academic program. The

summer program will use the IXL diagnostic assessment and progress monitoring program. The school's academic team continues to research and recommend evidence-based learning resources. A grade-level bridge resource (TBD) will be used in daily summer program instruction. Consistent with our afterschool program, the summer program baseline curriculum will be fully aligned to the core math/literacy standards with a focus on extending and enriching such instruction through STEAM activities. The summer program creates an opportunity to engage students in project-based learning activities and outings. It is a goal of the summer program to engage students in evidence-based learning opportunities that extend beyond the classroom and school building. For example, the Stroud Water Research center is a program partner that offers extensive education opportunities for students to visit and study water science.

4. Describe the staff that will provide the summer school program (i.e., internal staff or outside resources).

Number of Staff Members	Internal/Outside Provider	Role
20	Internal Provider	Summer Instructors in Reading and Math
10	Internal Provider	Summer Support Staff
5	Outside Provider	Enrichment Staff in music, art, and physical activities.



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 summer school program staff hold the appropriate certifications for the program that is being delivered.

5. How will the LEA assess the success of the summer school program? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results

Tool Used to Evaluate Success	Frequency of Use	Expected Results
IXL Progress Monitoring tool/Participation data tool	Daily	IXL serves as a real-time diagnostic resource. Students will complete a baseline diagnostic assessment during the first week of the summer program. Upon the completion of the diagnostic assessment, IXL will immediately design a learning plan for students. Teachers are able to assess the data in order to identify areas of growth for the group as well as for each individual student. Using these results teachers are able to create differentiated lesson plans with target skills. Students will work on these skills online daily and IXL will update the areas of growth in real-time. The program success will be gauged using IXL and the participation data tool which track attendance. Students attending the program daily for its entirety should be able to meet learning targets identified in the diagnostic testing as well as in the teacher referral.

6. How will the LEA engage families in the summer 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

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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 Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$31,474.00	Support cost of salaries for summer school staff.
		\$31,474.00	

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 Summary

Function	Object	Amount	Description
2700 - Student Transportation	400 - Purchased Property Services	\$10,000.00	Transportation cost for summer activities.
		\$10,000.00	

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	\$31,474.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$31,474.00
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

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	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	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00
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

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	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
	\$31,474.00	\$0.00	\$0.00	\$10,000.00	\$0.00	\$0.00	\$0.00	\$41,474.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$41,474.00