

## 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.

Like all schools, COVID-19 has greatly impacted KIPP Philadelphia Public Schools students, families, alumni, and staff. At the onset of the pandemic, we pulled all of our resources to ensure all students had access to Chromebooks and Wi-Fi, while simultaneously adjusting our curriculum and extracurricular activities to accommodate the virtual learning environment. It was important to make sure that there was still joy in students' learning despite the circumstances. Likewise, we provide responsive mental health, social, and emotional supports to students, families, and staff to ensure we were truly meeting the moment. We also provided direct financial support to KIPP Philadelphia alumni as they navigated unexpected setbacks stemming from the pandemic, including food and housing insecurities. As we have returned to in-person learning, we have continued, and in many cases doubled down, on many of the efforts we started during virtual learning. For example, we added additional capacity for our social workers to ensure that students and families have access to the resources they need to thrive. Additionally, we've made social emotional learning (SEL) and learning acceleration regional priorities to ensure that we are addressing the social-emotional challenges our students are facing, as well as addressing any unfinished learning that has resulted from students not being in school for 18-months. As a Title I school serving a nearly 100% Black student population, we are seeing deeper impact on our students as the the pandemic has had a disproportionate impact on Black, low-income, and other marginalized communities. KIPP will have after-school programming opportunities for all students ranging from coding and tutoring. All students are eligible for most programs and there is no selective criteria. For students who need targeted academic support, those students are identified through a mix of qualitative and quantitative data. This includes reviewing NWEA map scores, DIBELS scores, and teacher recommendations based on classroom observations.

**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	Emotional Wellness	100	Review behavior referrals in Dean's list by numbers, types of behaviors, and MTSS data
Children from Low-Income Families	Academic Growth	100	NWEA MAP growth and achievement levels, DIBELS results
Children with Disabilities	Academic Growth	60	NWEA MAP growth and achievement levels, DIBELS results

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

To address learning loss and accelerate learning, KIPP is adding additional staff to provide more small group instruction where we can work more closely with students to monitor progress and adjust instruction. KIPP is continuing our online learning software including IXL, Learning A-Z, MobyMax, ST Math, Windward Academy, and Zearn. These supports will provide highly individualized instructions, increase involved corrective feedback, and guided practice opportunities with narrowly defined task content that is gradually accelerated based on the individual student's gains. We will use NWEA MAP and DIBELS to gauge student growth during the after-school program. Students will undergo baseline testing and will be assessed through the program.

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
1	Internal	Learning Extension Program Manager
10	Internal	Tutor/interventionist
15	External Provider	Tutor/interventionist



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
NWEA Map	x2 year	50% of student meet growth goals in math
NWEA Map	x2 year	50% of student meet growth goals in reading

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

KIPP will use a variety of methods to engage families in after school programming. We will notify families of the programming options through ParentSqaure messages and flyers sent

home in student folders. Additionally, we will work with our KIPP Family Association to gather input on programming and how to engage with more families throughout the year. KIPP will also send out a survey to families to gather input on programming and communication methods.

**Section: Budget - Instruction Expenditures**

Instruction Expenditures

**Budget**  
\$66,769.00  
**Allocation**  
\$66,769.00

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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**  
 \$66,769.00  
**Allocation**  
 \$66,769.00

**Budget Over(Under) Allocation**  
 \$0.00

Budget Overview

Function	Object	Amount	Description
3200 - Student Activities	300 - Purchased Professional and Technical Services	\$66,769.00	Contracted services to provide afterschool programming
		<b>\$66,769.00</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>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2200 Staff Support</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
<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	\$66,769.00	\$0.00	\$0.00	\$0.00	\$0.00	\$66,769.00
<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
	\$0.00	\$0.00	\$66,769.00	\$0.00	\$0.00	\$0.00	\$0.00	\$66,769.00
<b>Approved Indirect Cost/Operational Rate: 0.0000</b>								\$0.00
<b>Final</b>								\$66,769.00