Federal ID: 233038855
Federal Award Number: tbd
Federal Award Date: 3/13/2020
Federal Award Agency: US Department of Education
CFDA Number and Title: TBD TBD
Vendor Number: 0000138091

Project #: FA-TBD-21-0893
Agency: Franklin Towne CHS
AUN: 126513450
Original Application

AMERICAN RESCUE PLAN ACT-ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF (ARP-ESSER) 7% SEA RESERVE AGREEMENT

This agreement ("Agreement") is made by and between the Commonwealth of Pennsylvania ("Commonwealth"), through its Pennsylvania Department of Education ("Department"), and Franklin Towne CHS located at 5301 Tacony St, Box 310-Bldg 108, Philadelphia, PA 19137, ("Grantee").

The Department, created by Section 201 of the Administrative Code of 1929, as amended, 71 P.S. § 61, is the State Education Agency responsible for administration of grant programs pursuant to the General Appropriation Acts, Act 24 of 2021 and the Public School Code of 1949, as amended, 24 P.S. § 1-101 et seq. and has been awarded funds by the US Department of Education under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2, for the ARP Elementary and Secondary Emergency Relief (ARP-ESSER) 7% SEA Reserve program.

The parties, intending to be legally bound, agree as follows:

1. Pursuant to this Agreement, Grantee will receive funds in the amount of $664,420.00. The grant shall be used to defray program costs incurred from March 13, 2020 to September 30, 2024.
2. The Agreement shall become effective on the date it is fully executed by all required parties and shall terminate on September 30, 2024, unless terminated earlier in accordance with the terms hereof.
3. Grantee shall furnish all qualified personnel, facilities, materials and other services and in consultation with the Department, provide the services described in Appendix B.
4. This Agreement is comprised of the following Appendices which are hereby incorporated by reference into this Agreement:

   Appendix A – Special Program Terms

   Appendix B – Grantee's Assurances, Program Narrative and Budget

   Appendix C – Payment Terms, Responsibilities and Contact Information

5. Grantee acknowledges having reviewed a copy of the Department's Master Standard Terms and Conditions, which are available at www.education.pa.gov/mstc and are incorporated by reference into and made a part of this Agreement as if fully set forth herein.

The parties, intending to be legally bound, have signed this Agreement below:

FOR THE GRANTEE

Signature: _____ Date: 11/29/2021 _____

Title: Joseph Venditti - CEO _____

Signature: _____ Date: _____

Title: _____

FOR THE COMMONWEALTH

For the Secretary of Education:Susan McCrone - Electronic Signature Date:2/23/2022
Title:Division Chief

APPROVED AS TO FORM AND LEGALITY

Office of Chief Counsel:Patrick Lord - Electronic Signature   Date:2/24/2022
Department of Education
Office of General Counsel: Date:
Office of Attorney General: Date:

Form Approval No. 6-FA-52.0

Comptroller:Rick Zettlemoyer - Electronic Signature Date:2/28/2022

Vendor Name: Franklin Towne CHS
Address: 5301 Tacony St, Box 310-Bldg 108, Philadelphia, PA 19137
Fed ID #: 233038855
Vendor #: 0000138091

Grant Title	Funding Source	Project Number	CFDA Number	Allocation Amount	Award Amount
ARP ESSER After School Set Aside	Federal	FA-225-21-0893	TBD	$94,917.00	$94,917.00
ARP ESSER Learning Loss Set Aside	Federal	FA-225-21-0893	TBD	$474,586.00	$474,586.00
ARP ESSER Summer School Set Aside	Federal	FA-225-21-0893	TBD	$94,917.00	$94,917.00
ESSER Fund (ARP ESSER) 7% Set Asides Consolidated	Federal	FA-225-21-0893	TBD	$0.00	$664,420.00

Grantee agrees to comply with the following terms and conditions:

1. The development and execution of the program outlined in this Agreement and subsequent reimbursement for such program by the Department will be in accordance with this Agreement's provisions as finally approved by the Department and shall comply with all applicable provisions of federal, state and local laws, the official regulations pertaining thereto, program guidelines and instructions issued by the Pennsylvania Department of Education.
2. Grantee will comply with all reporting requirements in relation to program and fiscal components of the ARP-ESSER 7% SEA Reserve program as defined by the Department and/or federal governing agencies.
3. Grantee certifies that its expenditures shall conform to all applicable federal and state legal requirements, including, without limitation, the minimum grant use requirements contained in Act 24 of 2021. Grantee will maintain documentation of expenditures, procurement and activities carried out through this grant for a period of the current year plus six years in accordance with Department guidelines. Grantee will provide records to Department, monitors or federal awarding agency upon request.
4. Grantee will comply with all reporting requirements in relation to any waiver authorized under the ARP-ESSER 7% SEA Reserve program and applied for and approved through the grantee agency. The Department will provide reporting requirements and due dates when available from the federal awarding agency.
5. Payment to Grantee under this Agreement is contingent upon appropriation and availability of funds to the Commonwealth.

General Federal Requirements:

1. Grantee shall use such fiscal control and fund accounting procedures necessary to ensure the proper disbursement of, and accounting for, federal funds paid to the applicant under each such program.
2. Grantee shall comply with the Uniform Grant Guidance – Subpart D (Post Federal Award Requirements) Standards for Financial and Programs, 2 CFR §200.300-§200.345, as applicable.
3. Grantee shall comply with the Uniform Grants Guidance -- Subpart D (Post Federal Award Requirements) methods of procurement to be followed, 2 CFR §200.320.
4. Grantee shall ensure that all written policies and procedures required by the Uniform Grants Guidance for the administration of federal grant dollars are created, approved, implemented and are available for review by monitors.
5. Grantee shall comply with the Uniform Grants Guidance – Subpart E (Cost Principles) 2 CFR §200.400-§200.417 and 2 CFR §200.420-§200.475, as applicable.
6. Grantee shall comply with the Uniform Grants Guidance – Subpart F – Audit Requirements, specifically sections 2 CFR §200.500-§200.512, as applicable.

Other Federal Requirements:

1. When issuing statements, press releases, requests for proposals, bid solicitations and other documents describing projects or programs funded in whole or in part with federal money, Grantee shall clearly state:
    i. the percentage of the total costs of the program or project that will be financed with federal money;
    ii. the dollar amount of federal funds for the project or program; and
    iii. the percentage and dollar amount of the total costs of the project or program that will be financed by nongovernmental sources.
2. Grantee shall ensure that its personnel, whose salaries and/or benefits are federally funded are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official business, or from using government supplied electronic equipment to text message or email when driving.
3. Insofar as any construction projects are funded with this Agreement, Grantee shall comply with all applicable federal and state legal requirements with respect to such construction projects, including, without limitation, the pre-

approval requirements set forth in 2 CFR §200.439, the construction requirements set forth in 34 CFR §§ 75.600-75.617 (such as 34 CFR 75.609 (Safety and Health standards) and 75.616 (Energy Conservation)), and the Davis-Bacon Act (40 U.S.C. 3141-3144, and 3146-3148) as supplemented by Department of Labor regulations (29 CFR Part 5, "Labor Standards Provisions Applicable to Contracts Covering Federally Financed and Assisted Construction"). The federal equal opportunity clause applicable to federally assisted construction contracts contained at 41 CFR § 60-1.4 is incorporated herein by reference.

4. Grantee acknowledges that this Agreement may be revised pursuant to ongoing guidance from the relevant federal or Commonwealth agency regarding requirements for the funds subject to this Agreement. Grantee agrees to abide by any such revisions upon written notification from Commonwealth of the revisions, which will automatically become a material part of this Agreement, without the necessity of either party executing any further instrument.

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.

Franklin Towne Charter High School approached the establishment of our after school

program (or out-of-school time; OST) utilizing the framework established by Durlak and Weissberg (Afterschool Programs That Follow Evidence-Based Practices to Promote Social and Emotional Development Are Effective, Durlak & Weissberg, 2016) for expandinglearning.org, where they formulated that effective OST programs would use evidence-based practices for enhancing young people's personal and social skills. In their studies, they were able to identify four critical practices that if used a guiding framework in the development of an after school program would help establish clear guidelines in effective decision-making while at the same time help to ensure maximization of efforts. These four evidence-based practices formed the acronym SAFE (Durlak and Weissberg, 2016). SAFE stands for: • (S) whether or not program staff used a sequenced step-by-step training approach • if a program emphasized active forms of learning by exposing youth to new skills • (F) if a program has a specific time and attention on skill development • (E) and if the program was explicit in defining the skills they were attempting to promote. Given the positive impact utilizing the SAFE protocols have yielded in past programs, FTCHS has adopted this approach to ensure that we are implementing a evidence-based after-school program. When evaluating whom would benefit from participating in our After school program the stakeholders agreed that all FTCHS students would positively benefit from being able to participate in the After School program FTCHS would be offering their students.

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
Children from Low-Income Families	Emotional Wellness	820	Franklin Towne Charter High School approached the establishment of our after school program (or out-of-school time; OST) utilizing the framework established by Durlak and Weissberg (Afterschool Programs That Follow Evidence-Based Practices to Promote Social and Emotional Development Are Effective, Durlak & Weissberg, 2016) for expandinglearning.org , where they formulated that effective OST programs would use evidence-based practices for enhancing young people's personal and social skills.Our research indicated that SAFE programs were associated with significant improvements in self-perceptions, school

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
			bonding and positive social behaviors; significant reductions in conduct problems and drug use; and significant increases in achievement test scores, grades and school attendance.Utilizing the framework established by the Northwest Regional Educational Laboratory titled, Out-of-School Time Program Evaluation – Tools for Action . When we conduct our comprehensive program evaluation, we will be looking at multiple data sources. These data include attendance rates, student grades and test scores, survey results, observations, and interviews/focus groups.
			Franklin Towne Charter High School approached the establishment of our after school program (or out-of-school time; OST) utilizing the framework established by Durlak and Weissberg (Afterschool Programs

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	820	That Follow Evidence-Based Practices to Promote Social and Emotional Development Are Effective, Durlak & Weissberg, 2016) for expandinglearning.org , where they formulated that effective OST programs would use evidence-based practices for enhancing young people's personal and social skills.Our research indicated that SAFE programs were associated with significant improvements in self-perceptions, school bonding and positive social behaviors; significant reductions in conduct problems and drug use; and significant increases in achievement test scores, grades and school attendance.Utilizing the framework established by the Northwest Regional Educational Laboratory titled, Out-of-School Time Program Evaluation – Tools for Action . When we conduct our comprehensive

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
			program evaluation, we will be looking at multiple data sources. These data include attendance rates, student grades and test scores, survey results, observations, and interviews/focus groups.

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

Franklin Towne Charter High School approached the establishment of our after school program (or out-of-school time; OST) utilizing the framework established by Durlak and Weissberg (Afterschool Programs That Follow Evidence-Based Practices to Promote Social and Emotional Development Are Effective, Durlak & Weissberg, 2016) for expandinglearning.org, where they formulated that effective OST programs would use evidence-based practices for enhancing young people's personal and social skills. Our research indicated that SAFE programs were associated with significant improvements in self-perceptions, school bonding and positive social behaviors; significant reductions in conduct problems and drug use; and significant increases in achievement test scores, grades and school attendance. Their findings indicated that on average, a youth could gain 8 percentiles in standardized test scores, show an increase of 11 percentiles in positive social behaviors (e.g., cooperation, helping others) and show a reduction of 12 percentiles in problem behaviors (e.g., aggression, noncompliance) if they were in a SAFE program. Given the positive impact utilizing the SAFE protocols have yielded in past programs, FTCHS has adopted this approach to ensure that we are implementing a evidence-based after-school program. The School will utilize the framework established by the Northwest Regional Educational Laboratory titled, Out-of-School Time Program Evaluation – Tools for Action to evaluate the student growth during these 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

Number of Staff Members	Internal/Outside Provider	Role
75	Internal	Teachers providing education in the After School Program

☑

    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
Out-of-School Time Program Evaluation – Tools for Action	Annually	Our expected results will focus on improving the overall satisfaction rate (as measured by the various surveys) in all areas that promote social well-being and emotional stability of our students.

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

Our plan is to develop a comprehensive engagement approach that will include (but not be limited to) small-group parent focus group meetings, large-scale parent development sessions, surveys, and publication of achievements, activities, and program results.

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget

$94,917.00

Allocation

$94,917.00

Budget Over(Under) Allocation

$0.00

Budget Overview

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	$94,917.00	Stipends for After School Club Leaders
		$94,917.00	

Section: Budget - Support and Non-Instructional Expenditures

Support and Non-Instructional Expenditures

Budget

$94,917.00
Allocation

$94,917.00

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	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
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	$94,917.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$94,917.00
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 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
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
	$94,917.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$94,917.00
					Approved Indirect Cost/Operational Rate: 0.0000			$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
							Final	$94,917.00

Section: Narratives - Needs Assessment

Introduction

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 $ 249,848,000 or five percent (5%) of Pennsylvania's ARP Elementary and Secondary School Education Relief (ESSER) State Reserve funds to school districts, charter schools and cyber charter schools (collectively, LEAs) = to implement evidence-based interventions that 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 LEAs, at a minimum, use the funds they are awarded under this subgrant in the following ways: .

Percentage of LEA Allocation - Required Activities

30% - To address the social, emotional and mental health needs of students

10% - To provide professional development and technical assistance to educators, school support staff, school leaders and school health professionals to address the social, emotional and mental health needs of students.

8% - To address reading remediation and improvement for students

The remaining allocation may be used by the LEA to address and/or supplement other areas of learning loss caused by the pandemic.

Act 24 also 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 activities, 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.

Through this grant application, LEAs will meet their requirement of developing a three-part plan, including describing their planned programming, a narrative outlining the expected benefit of each program and activity, as well as an overview of how the LEA determined the areas of need to be addressed, including the use of stakeholder feedback.

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 student needs since March 2020.

Indicators of Impact

1. Understanding the Impact of the COVID-19 Pandemic: Describe how the LEA has identified or will identify the extent of the impact of the COVID-19 pandemic on student learning and well-being. Specifically, what methods (i.e., collecting and analyzing data and information from focus groups, surveys, and local assessment results) were used or will be used to identify and measure impacts in four key areas: (1) Social and Emotional Learning, (2) Professional Development needs to support Social and Emotional Learning, (3) Reading Remediation and Improvement for Students, and (4) Other areas of Learning Loss?

	Method used to Understand Each Type of Impact
Social and Emotional Learning	Utilizing the research established by Substance Abuse and Mental Health Services Administration (SAMHSA), 'Ready, Set, Go, Review: Screening for Behavioral Health Risk in Schools," guidelines, we plan to conduct universal and targeted screenings for our students. The Ready, Set, Go, Review: Screening for Behavioral Health Risk in Schools toolkit is designed to guide schools through the process of developing comprehensive screening procedures, as well as provide readily available resources to facilitate the implementation of effective behavioral health screening in schools.This toolkit was designed in conjunction with The Collaborative for Academic, Social, and Emotional Learning 1 (CASEL). CASEL is a resource that we have utilized successfully in the past to help guide our school through the process of defining and responding to the SEL (Social Emotional Learning) needs of our students. CASEL defines social and emotional learning (SEL) as, "an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions." They believe, and Franklin Towne agrees, that SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.
	FTCHS has partnered with various agencies and organizations to help us address the social emotional, mental health, and safety and security of our school community. We have partnered with several organizations to address the Social Emotional aspect of our school's climate and culture. One of the organizations that we have partnered with is Merging Path Coaching. This is an organization that provides professional development

	Method used to Understand Each Type of Impact
Professional Development for Social and Emotional Learning	to all of our teachers, support staff, students and parents in the area of social emotional learning, cultural awareness and mindfulness and student mentoring. In addition, due to the severity of this concern, we have decided to bring our staff in, prior to the start of the school year for an entire week's worth of professional development (hosted by our internal Student Services Committee) that will focus on preparing teacher to deal with the everyday stress that they (as teachers) now have to address as a direct result of COVID-related issue. In addition, we will engage teachers in ways that they can both identify and minimize any student-focused stressors that they may experience in the post-remote teaching environment. In addition to this, we will focus all of our full-day professional development sessions for the 2021-22 and 2022-23 school years on strategies that will help with SEL-related issues.
Reading Remediation and Improvement for Students	Franklin Towne will be utilizing the online platform, ReadTheory as a universal schoolwide literacy screener. This screener is able to produce a student's Lexile score. This score is then used by classroom teachers to help determine grade-level appropriate materials. In terms of findings we compared our 2019 school-wide scores (since it was the last year we were able to provide a full year of in-person learning) to this year's scores (post COVID remote teaching year). This is a side-by-side analysis of the beginning-of-year test at 9th, 10th, 11th and 12th grade. While all grade levels indicate a learning loss, it demonstrates the most significant learning loss in our incoming freshman class. Based on this screening, and utilizing the information provided to us by Lexile, our incoming 9th grade students are reading, on average somewhere between a 4th and 5th grade reading level.
Other Learning Loss	

Documenting Disproportionate Impacts

2. Identify the student groups in the LEA that faced particularly significant impacts from the pandemic in the areas of Social and Emotional Learning, Reading Remediation and Improvement, or any other areas of learning loss that the LEA will address with this funding source. For each, provide specific strategies that were used or will be used to identify and measure impacts.

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		Utilizing the research established by Substance Abuse and Mental Health Services Administration (SAMHSA), 'Ready, Set, Go, Review: Screening for

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Children from Low-Income Families	Social and Emotional Learning	Behavioral Health Risk in Schools," guidelines, we plan to conduct universal and targeted screenings for our students. The Ready, Set, Go, Review: Screening for Behavioral Health Risk in Schools toolkit is designed to guide schools through the process of developing comprehensive screening procedures, as well as provide readily available resources to facilitate the implementation of effective behavioral health screening in schools.This toolkit was designed in conjunction with The Collaborative for Academic, Social, and Emotional Learning 1 (CASEL). CASEL is a resource that we have utilized successfully in the past to help guide our school through the process of defining and responding to the SEL (Social Emotional Learning) needs of our students. CASEL defines social and emotional learning (SEL) as, "an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions." They believe, and

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		Franklin Towne agrees, that SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities. The School will use Out-of-School Time Program Evaluation – Tools for Action at the start and end of instructional year to identify and measure impacts.
		Franklin Towne will be utilizing the online platform, ReadTheory as a universal schoolwide literacy screener. This screener is able to produce a student's Lexile score. This score is then used by classroom teachers to help determine grade-level appropriate materials. In terms of findings we compared our 2019 school-wide scores (since it was the last year we were able to provide a full year of in-person learning) to this year's scores (post COVID remote teaching year). This is a side-by-side analysis of the beginning-of-year test at 9th,

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Children from Low-Income Families	Reading Remediation and Improvement	10th, 11th and 12th grade. While all grade levels indicate a learning loss, it demonstrates the most significant learning loss in our incoming freshman class. Based on this screening, and utilizing the information provided to us by Lexile, our incoming 9th grade students are reading, on average somewhere between a 4th and 5th grade reading level. We will continue to utilize ReadTheory literacy screener as our schoolwide universal literacy benchmarking program. It will be utilized at the beginning of the year and end of the year to identify and measure impacts and hope it will move our students Lexile scores to indicate a minimum of one years growth.

Section: Narratives - Learning Loss Program Questions

Learning Loss Program Questions: In this section, LEAs are asked to describe the activities they have designed to support accelerated learning to combat learning loss caused by the COVID-19 pandemic for their students. Please use the following link to ensure that your calculated values below are equal to the values published on PDE's website. The file contains your LEA's MINIMUM required reserves for Learning Loss to address SEL, SEL PD, and Reading Improvement. Click to download reserve amounts.

*LEA's can choose to spend MORE than the minimum required reserves for Learning Loss. Those values will be entered in the budget sections.

Section 3a – Social and Emotional Learning: As schools across the Commonwealth return to school, LEAs face increased challenges in addressing the mental health needs of their students and staff. LEAs are required to utilize **A MINIMUM of THIRTY PERCENT (30%)** of funding available through this grant application to support the Social and Emotional Learning of their students. In this section, LEAs are asked to describe the activities they have designed to address these needs. Please reference the SEL framework to assist in developing this plan.

3. Calculate 30% of LEA Allocation as the **MINIMUM REQUIRED RESERVE** for Social and Emotional Learning. (Calculation will populate when you click the Save button)

    - This value will be needed in the corresponding budget section.

	Total LEA Allocation	Multiply by 30% (.30)	Minimum Allocation for SEL
Minimum 30% SEL Requirement	474,586	30%	142,376

4. Describe the data sources the LEA is using to identify social and emotional needs of students and identify areas of strength and concerns in the learning environment.

Utilizing the research established by Substance Abuse and Mental Health Services Administration (SAMHSA), 'Ready, Set, Go, Review: Screening for Behavioral Health Risk in Schools," guidelines, we plan to conduct universal and targeted screenings for our students. The Ready, Set, Go, Review: Screening for Behavioral Health Risk in Schools toolkit is designed to guide schools through the process of developing comprehensive screening procedures, as well as provide readily available resources to facilitate the implementation of effective behavioral health screening in schools. According to SAMHSA's research that was conducted in concert with The Collaborative for Academic, Social, and Emotional Learning 1 (CASEL) they identified "social and emotional factors" as the most powerful influence over

students' achievement in school (CASEL, 2003). Students come to school each day with more than their lunch and backpack. They bring life factors that shape their learning and development. These influences range from family issues, health concerns, and culture of origin to behavior, learning profiles, and abilities. Virtually all have the potential to impact the mental health of students. Although historically mental health has been viewed through the lens of mental illness (e.g., depression, anxiety, etc.), society has come to recognize that good mental health is not simply the absence of illness, but also the possession of skills necessary to cope with life's challenges. As education professionals, school staff need to understand the role mental health plays in the school context because it is so central to our students' social, emotional, and academic success. Research estimates that one in five students will experience a significant mental health problem during their school years. We will utilize the Ready, Set, Go, Review: Screening for Behavioral Health Risk in Schools, produced by SAMHSA. This resource is described as, "a toolkit is designed to guide schools through the process of developing comprehensive screening procedures, as well as provide readily available resources to facilitate the implementation of effective behavioral health screening in schools." This toolkit was designed in conjunction with The Collaborative for Academic, Social, and Emotional Learning 1 (CASEL). CASEL is a resource that we have utilized successfully in the past to help guide our school through the process of defining and responding to the SEL (Social Emotional Learning) needs of our students. CASEL defines social and emotional learning (SEL) as, "an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions."

5. Program/Activities – Please describe the planned program activities and identify the type of activity and the number of students to be served by that activity.

Program Activity	Student Group	Type (Universal, Targeted, Intensive)	Number of Students Served
Ready, Set, Go, Review: Screening for Behavioral Health Risk in Schools	Children from Low-Income Families	Universal	800

6. How will the LEA assess the success of the SEL program? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
		Utilizing the framework mentioned above, our expectation is that we will be

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Northwest Regional Educational Laboratory's Out-of-School Time Program Evaluation tool.	Start and end of instructional year	able to develop a listed of targeted areas within the SEL domain that we will be able to help us in terms of program focus as well as internal benchmark data points that will help us determine our effectiveness. Our expected results will focus on improving the overall satisfaction rate (as measured by the various surveys) in all areas that promote social well-being and emotional stability of our students and our hope would be to see a 10% reduction in all targeted areas, in a year-to-year bases, thus yielding a total of a 30% reduction overall during a 3-year cycle.

Section 3b – Social and Emotional Learning Professional Development: LEAs face increased challenges in addressing the mental health needs of their students and staff. LEAs are required to utilize **A MINIMUM OF TEN PERCENT (10%)** of funding available through this grant application to support professional development activities and technical assistance for educators, school support staff, school leaders and school health professionals to address the social, emotional and mental health needs of students. In this section, LEAs are asked to describe the activities they have designed to address these needs.

7. Calculate 10% of LEA Allocation as the **MINIMUM REQUIRED RESERVE** for Social and Emotional Learning Professional Development. (Calculation will populate when you click the Save button)

   - This value will be needed in the corresponding budget section.

	Total LEA Allocation	Multiply by 10% (.10)	Minimum Allocation for SEL PD
Minimum 10% SEL PD Requirement	474,586	10%	47,459

8. Describe the planned professional development activities and how the activity will ensure that

teachers/staff are equipped with training/support on the following:

a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;
b. Identifying signs of possible mental health issues and providing culturally relevant support;
c. Motivating students that have been disengaged;
d. Mentoring students who have attendance issues before it becomes a pattern;
e. Self-care and mindfulness strategies for teachers;
f. Engaging and communicating effectively with parents;
g. Working with community agencies to address non-academic needs.

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	90	Other	Merging Path Coaching	External Contractor	Utilizing the Merging Path's staff we have designed a series of social emotional and cultural awareness workshops that will be delivered to our teaching and academic support staff, to our students at individual grade-level assemblies, and for our parents as well. We plan to conduct these workshops on a quarterly basis for the 2021-22 and 2022-23 school year. Our teachers, Counselor, Support Staff and Admin will be partaking in

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other)	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
					these activities.
b. Identifying signs of possible mental health issues and providing culturally relevant support;	90	Other	Merging Path Coaching	External Contractor	Utilizing the Merging Path's staff we have designed a series of social emotional and cultural awareness workshops that will be delivered to our teaching and academic support staff, to our students at individual grade-level assemblies, and for our parents as well. We plan to conduct these workshops on a quarterly basis for the 2021-22 and 2022-23 school year. Our teachers, Counselor, Support Staff and Admin will be partaking in these activities.
					Utilizing the Merging Path's staff we have designed a series of social emotional and

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
e. Self-care and mindfulness strategies for teachers;	90	Other	Merging Path Coaching	External Contractor	cultural awareness workshops that will be delivered to our teaching and academic support staff, to our students at individual grade-level assemblies, and for our parents as well. We plan to conduct these workshops on a quarterly basis for the 2021-22 and 2022-23 school year. Our teachers, Counselor, Support Staff and Admin will be partaking in these activities.
f. Engaging and					Utilizing the Merging Path's staff we have designed a series of social emotional and cultural awareness workshops that will be delivered to our teaching and academic support staff, to our students at individual

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
communicating effectively with parents;	90	Other	Merging Path Coaching	External Contractor	grade-level assemblies, and for our parents as well. We plan to conduct these workshops on a quarterly basis for the 2021-22 and 2022-23 school year. Our teachers, Counselor, Support Staff and Admin will be partaking in these activities.
					Utilizing the CASEL (Collaborative for Academic, Social, and Emotional Learning) Guide to Schoolwide SEL, Franklin Towne's plan is to develop a multi-year Professional Development focus that will include the following topics: Create awareness, commitment, and ownership by building foundational

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
e. Self-care and mindfulness strategies for teachers;	90	Other	Our internally developed Multi-Tiered Systems of Support Team and various subject-matter experts when appropriate.	Internal Staff	knowledge among staff, developing a shared vision, and engaging in collaborative planning, Develop staff capacity for cultivating their own social, emotional, and cultural competence; modeling SEL; and building collaborative and trusting relationships, Coordinate evidence-based programs and practices to create a welcoming climate and culture and provide opportunities for students to develop their SEL competence throughout and beyond the school day, and Collect, analyze, and use implementation and outcome data to make decisions about

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other)	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
					SEL implementation. Tools include implementation rubrics, walkthrough protocols, staff surveys, and student data analyses. Our teachers, Counselor, Support Staff and Admin will be partaking in these activities.
					Utilizing the CASEL (Collaborative for Academic, Social, and Emotional Learning) Guide to Schoolwide SEL, Franklin Towne's plan is to develop a multi-year Professional Development focus that will include the following topics: Create awareness, commitment, and ownership by building foundational knowledge among staff,

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
b. Identifying signs of possible mental health issues and providing culturally relevant support;	90	Other	Our internally developed Multi-Tiered Systems of Support Team and various subject-matter experts when appropriate.	Internal Staff	developing a shared vision, and engaging in collaborative planning, Develop staff capacity for cultivating their own social, emotional, and cultural competence; modeling SEL; and building collaborative and trusting relationships, Coordinate evidence-based programs and practices to create a welcoming climate and culture and provide opportunities for students to develop their SEL competence throughout and beyond the school day, and Collect, analyze, and use implementation and outcome data to make decisions about SEL implementation.

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
					Tools include implementation rubrics, walkthrough protocols, staff surveys, and student data analyses. Our teachers, Counselor, Support Staff and Admin will be partaking in these activities.
					Utilizing the CASEL (Collaborative for Academic, Social, and Emotional Learning) Guide to Schoolwide SEL, Franklin Towne's plan is to develop a multi-year Professional Development focus that will include the following topics: Create awareness, commitment, and ownership by building foundational knowledge among staff, developing a shared vision,

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
f. Engaging and communicating effectively with parents;	90	Other	Our internally developed Multi-Tiered Systems of Support Team and various subject-matter experts when appropriate.	Internal Staff	and engaging in collaborative planning, Develop staff capacity for cultivating their own social, emotional, and cultural competence; modeling SEL; and building collaborative and trusting relationships, Coordinate evidence-based programs and practices to create a welcoming climate and culture and provide opportunities for students to develop their SEL competence throughout and beyond the school day, and Collect, analyze, and use implementation and outcome data to make decisions about SEL implementation. Tools include implementation

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other)	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
					rubrics, walkthrough protocols, staff surveys, and student data analyses. Our teachers, Counselor, Support Staff and Admin will be partaking in these activities.
					FTCHS has shifted our school's focus for strictly a college preparations program to program that also provides career readiness as well in order to motivate our students who have been possibly disengaged due to the pandemic. This systematic changes was put in place to provide a more equitable distribution of resource within our school and to provide a more focused

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
c. Motivating students that have been disengaged;	5	Other	Jobs for America's Graduates (JAG)	External Contractor	effort to meet the needs of our low-income families. In order to ensure that we provided an articulated approach to this need Franklin Towne partnered with Jobs for American Graduates. Through this partnership we are provided an on-site support staff, access to a database of articulated instructional activities, include project-based assessments, and the opportunity to participate in year-long professional development. At the end of each year we plan to send a team of teachers, students and administrators to their national training event so that we can ensure the

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
					proper implementation of program so that we can best meet the social and emotional needs of our students. Our teachers, and Support will be partaking in these activities

9. How will the LEA assess the success of the SEL professional development? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Self Evaluations and Schoolwide Surveys	After completion of PD	The expected result is that FTCHS staff will gain knowledge from the variety of PDs that will be offered and improve their methods, strategies, instruction, and self evaluations to better support the students and themselves to assure a positive and safe learning environment.

Section 3c - Reading Improvement for Students:

LEA allocations in Reading improvement should be used to increase the best practice in the implementation of research-based reading instruction and acceleration. As schools are planning the most effective use for this 8% set aside for reading instruction and acceleration, they should contemplate the use of structured literacy (also known as Science of Literacy) to develop reading instruction and remediation. Please reference the Structured Literacy framework to assist in developing this plan LINK NEEDED

LEAs are required to utilize **A MINIMUM of EIGHT PERCENT (8%)** of their ARP-ESSER allocation for

research-based reading instruction. In this section, describe the course of action to remediate and improve reading gaps through research-based practices.

10. Calculate 8% of LEA Allocation as the **MINIMUM REQUIRED RESERVE** for Reading Improvement for Students. (Calculation will populate when you click the Save button)

- This value will be needed in the corresponding budget section.

	Total LEA Allocation	Multiply by 8% (.08)	Minimum Allocation for Reading Improvement
Minimum 8% Reading Improvement Requirement	474,586	8%	37,967

11. What local assessments were used to determine the need to address learning loss in the area of reading? For which specific groups of students was this need evidenced? What were the findings?

Franklin Towne will be utilizing the online platform, ReadTheory as a universal schoolwide literacy screener. This screener is able to produce a student's Lexile score. This score is then used by classroom teachers to help determine grade-level appropriate materials. In terms of findings we compared our 2019 school-wide scores (since it was the last year we were able to provide a full year of in-person learning) to this year's scores (post COVID remote teaching year). This is a side-by-side analysis of the beginning-of-year test at 9th, 10th, 11th and 12th grade. While all grade levels indicate a learning loss, it demonstrates the most significant learning loss in our incoming freshman class. Based on this screening, and utilizing the information provided to us by Lexile, our incoming 9th grade students are reading, on average somewhere between a 4th and 5th grade reading level.

12. Does your data indicate that at-risk readers are making at least a year's worth of growth or more in one school year? *Please consider both state PVAAS data and local assessment data

No

Please explain:

This year's PVAAS data is not accessible for all of our incoming freshman. Our local assessment data indicates that our incoming freshman are performing (on average) well below grade level. Since we are a stand-alone high school, we do not have comparison data from

these students 8th grade. Since we do not have comparison data, we cannot determine if
these students made any progress from 8th grade to 9th grade. However, given the data that
we do have on hand, our students have definitely suffered in the area of literacy.

13. Has the LEA used structured literacy and/or provided training for K-4, ESL, and Special Education
teachers in structured literacy?

Yes

If so, please identify the training, grade level, and number of teachers involved.

Training	Grade Level / ESL / Special Education	Number of Teachers Trained
Rosetta Stone	We utilize Rosetta Stone's ESL Literacy Program with all of our identified ESL population. Star360 with all of our incoming students identified to have a primary learning disability in reading	90
Rosetta Stone	We utilize Rosetta Stone's ESL Literacy Program with all of our identified ESL population. Star360 with all of our incoming students identified to have a primary learning disability in reading	90

14. Describe the evidence-based instructional intervention(s) that address the identified needs of
students most disproportionately impacted.

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			Is a structured literacy program based on phonological-coding research and Orton-Gillingham principles, WRS directly and systematically teaches

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Wilson Reading	Children from Low-Income Families	800	the structure of the English language. Through the program, students learn fluent decoding and encoding skills to the level of mastery. From the beginning Steps of the program, students receive instruction in: • Word structure, in depth, for automatic decoding and spelling • Word recognition and spelling of high frequency words, including irregular words • Vocabulary, word understanding, and word-learning skills • Sentence-level text reading with ease, expression, and understanding • Listening comprehension with age-appropriate narrative and informational text • Reading comprehension with narrative and expository text of increasing levels of difficulty • Narrative and informational text structures • Organization of information for oral or written expression • Proofreading skills • Self-monitoring for word recognition accuracy and comprehension

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Just Words	Children from Low-Income Families	800	Just Words is a highly explicit, multisensory decoding and spelling program for students in grades 4–12 and adults who have mild to moderate gaps in their decoding and spelling proficiency but do not require intensive intervention. The program is designed for students with below-average decoding and spelling scores and should be combined with other literature-rich programs. Just Words aligns with a school or district's Multi-tiered System of Supports (MTSS) or Response to Intervention (RTI) framework of instruction by delivering a Tier 2 intervention addressing a sophisticated study of word structure with explicit teaching of "how English works" for both decoding and spelling automaticity. It is designed for students who can benefit from the targeted word study focus without requiring the more comprehensive intervention of the Wilson Reading

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			System.

15. How will the LEA assess the success of the literacy program? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
ReadTheory Literacy Screener	Beginning of the year and End of the year	We hope to move our students Lexile scores to indicate a minimum of 1 years growth

Section 3d - Other Learning Loss Activities: LEAs are permitted to utilize the remainder of their allocation to support and/or supplement additional efforts being implemented to combat learning loss caused by the COVID-19 pandemic. Please use this section to describe those efforts.

*This value can be **UP TO 52%** of the total allocation, if minimum values were used for other reserves.

16. Calculate 52% of the remaining LEA Allocation **AS A MAXIMUM** amount to fund Other Learning Loss Activities. (Calculation will populate when you click the Save button)

	Total LEA Allocation	Multiply by 52% (.52)	Maximum Allocation for Other Learning Loss Activities
52% Other Learning Loss Activities	474,586	52%	246,785

17. Describe the evidence-based instructional intervention(s) that address the identified needs of students most disproportionately impacted.

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
n/a			

18. How will the LEA assess the success of the learning loss activities? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
n/a		

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

$474,586.00
Allocation
$474,586.00

Budget Over(Under) Allocation

$0.00

Enter your calculated value for the 30% Social and Emotional Learning set aside requirement. (Round Up to the whole dollar)

142,376

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	$149,660.00	Salary of SEL Teacher for 2 years
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	$98,467.00	Benefits of SEL Teacher for 2 years
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	$26,280.00	Salary of SEL Teacher for 2 years
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	$19,342.00	Benefits of SEL Teacher for 2 years
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$22,514.00	Assessment material
1400 - Other			

Function	Object	Amount	Description
Instructional Programs – Elementary / Secondary	200 - Benefits	$40,083.00	After school club stipend benefits
		$356,346.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

$474,586.00

Allocation

$474,586.00

Budget Over(Under) Allocation

$0.00

Enter your calculated value for the 10% Social and Emotional Learning Professional Development set aside requirement. (Round Up to the whole dollar)

47,459

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$19,057.00	Merging Path & Cardinal Point Homeland contracted to provide Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic.
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$35,000.00	registration for 5 individuals to Jobs for American Graduates (2 years)
		$54,057.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

$474,586.00
Allocation

$474,586.00

Budget Over(Under) Allocation

$0.00

Enter your calculated value for the 8% Reading Improvement set aside requirement. (Round Up to the whole dollar)

37,967

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$38,000.00	3-year subscription (and supplies) to Rosetta Stone Foundation
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	$26,183.00	Summer school wage benefits
		$64,183.00	

Section: Budget - Other Learning Loss Expenditures

Learning Loss Budget

Calculate the remaining LEA Allocation amount to fund Other Learning Loss Activities. Please enter **Budget Totals** from the **SEL, SEL PD, and Reading Improvement budget sections** to determine what funds are remaining for Other Learning Loss Activities. Click Save to calculate the value, and then this budget section Total should be equal this amount. (Calculation will populate when you click the Save button)

	Total LEA Allocation	30% SEL Budgeted Value	10% SEL PD Budgeted Value	8% Reading Improvement Budgeted Value	Remaining Allocation for Other Learning Loss Activities
Other Learning Loss Activities Amount	474,586	356,346	54,057	64,183	0

Learning Loss Expenditures

Budget

$474,586.00

Allocation

$474,586.00

Budget Over(Under) Allocation

$0.00

Budget Overview

Function	Object	Amount	Description
		$	
		$0.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

$474,586.00

Allocation

$474,586.00

Budget Over(Under) Allocation

$0.00

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	$0.00	$0.00	$0.00	$0.00	$0.00	$60,514.00	$0.00	$60,514.00
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	$66,266.00	$0.00	$0.00	$0.00	$0.00	$0.00	$66,266.00
1600 * ADULT EDUCATION PROGRAMS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1700 Higher Education	$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
Programs								
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	$175,940.00	$117,809.00	$0.00	$0.00	$0.00	$0.00	$0.00	$293,749.00
2200 Staff Support Services	$0.00	$0.00	$54,057.00	$0.00	$0.00	$0.00	$0.00	$54,057.00
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

	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
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
	$175,940.00	$184,075.00	$54,057.00	$0.00	$0.00	$60,514.00	$0.00	$474,586.00
				Approved Indirect Cost/Operational Rate: 0.0000				$0.00
				Final				$474,586.00

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.

FTCHS has adopted the use of the Wallace Foundation's "Summer Learning Toolkit: Evidence-based tools and guidance for delivering effective programs". We have taken this wonderful evidence-based program and coupled it with a six-week long blended instruction

program that has students in school 4 days per week, and working in an asynchronous environment on their fourth day. This program was delivered during the 2021 summer, with plans to deliver the same program for the next two years.

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
Children from Low-Income Families	Academic Growth	200	FTCHS has adopted the use of the Wallace Foundation's "Summer Learning Toolkit: Evidence-based tools and guidance for delivering effective programs". We have taken this wonderful evidence-based program and coupled it with a six-week long blended instruction program that has students in school 4 days per week, and working in an asynchronous environment on their fourth day. This program was delivered during the 2021 summer, with plans to deliver the same program for the next two years. The School will use Out-of-School Time Program Evaluation – Tools for Action and surveys as well as student data to

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
			track improvements on internal and external assessments to identify nd measure impacts of the Summer Program.

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

FTCHS has adopted the use of the Wallace Foundation's "Summer Learning Toolkit: Evidence-based tools and guidance for delivering effective programs". We have taken this wonderful evidence-based program and coupled it with a six-week long blended instruction program that has students in school 4 days per week, and working in an asynchronous environment on their fourth day. This program was delivered during the 2021 summer, with plans to deliver the same program for the next two years. The School will use Out-of-School Time Program Evaluation – Tools for Action and surveys as well as student data to track improvements on internal and external assessments to identify nd measure impacts of the Summer Program.

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
25	Internal Provider	Teachers providing education for summer school program

☑
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
a variation of the Northwest Regional Educational Laboratory's Out-of-School Time Program Evaluation tool.	Start and end of a program cycle	Our expected results will focus on improving the overall satisfaction rate (as measured by the various surveys) in all areas that promote social well-being and emotional stability of our students. It is expected that students show an increase in their level of understanding during internal and external assessments.

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

Our plan was to develop a comprehensive engagement approach that will include (but not be limited to) small-group parent focus group meetings, large-scale parent development sessions, surveys, and publication of achievements, activities, and program results.

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget

$94,917.00

Allocation

$94,917.00

Budget Over(Under) Allocation

$0.00

Budget Summary

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	$94,917.00	Salary for summer programs for 2 years
		$94,917.00	

Section: Budget - Support and Non-Instructional Expenditures

Support and Non-Instructional Expenditures

Budget
$94,917.00
Allocation
$94,917.00

Budget Over(Under) Allocation
$0.00

Budget Summary

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	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
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	$94,917.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$94,917.00
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 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
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
	$94,917.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$94,917.00
					Approved Indirect Cost/Operational Rate: 0.0000			$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
							Final	$94,917.00

Payment Terms, Responsibilities and Contact Information

1. **PROJECT OFFICER:** The person designated to act for the Commonwealth in managing this contract is:

      Susan McCrone

      smccrone@pa.gov

      717-783-2193

2. **TERMS OF PAYMENT:**
   a. All grants are placed on a system of scheduled payments to provide operating funds during the period of the Agreement. Monthly payments are determined by dividing the approved amount by the number of months during the term of the Agreement. Payments will be initiated by the Comptroller's Office after arrival of each fully executed Agreement.
   b. Grantee shall implement a cash management system that will ensure that only the minimum amount of cash required to effectively operate the program is requested and/or kept on hand. Failure to implement and maintain such a system can result in the Grantee being suspended until an adequate cash management system has been implemented.
   c. During the life of this Agreement, unless otherwise provided in Program Guidelines, Grantee shall submit the following financial reports to the Comptroller's Office or the Department:
      1. Reconciliation of Cash on Hand Quarterly Report PDE Form No. 2030, and
      2. Final Expenditure Report.
   d. Grantee will conform to all policies and guidelines cited in the Department's individual program Policies and Procedures and/or instructions associated with the Reconciliation of Cash on Hand Quarterly Report, and Final Expenditure Report concerning the financial reports described in Paragraph 2(c), above.
   e. The Department reserves the right to disapprove any expenditures by the Grantee that are not in accordance with this Agreement.

3. **REPORTING:**

Grantee shall submit any required program and or fiscal reports that are designated by the Department and/or federal awarding agencies for the purpose of determining program outcomes and compliance. Due dates and reporting requirements will be announced by the Department.

Any unexpended funds remaining at the end of the grant period must be returned to the Department of Education.

4. **FUNDING LEVEL: THE TOTAL COST TO THE COMMONWEALTH UNDER THIS AGREEMENT SHALL NOT EXCEED THE AMOUNT SET FORTH IN THE AGREEMENT.**

Payment of that amount is contingent upon the availability of Program funds and appropriations sufficient to pay the total costs. Any funds provided to the Grantee under this Agreement may only be used in accordance with this Agreement.

   a. **FUNDING INCREASE** – If the Commonwealth determines that additional Federal or State program funds are available for use under this Agreement, the Commonwealth may at its sole discretion increase the approved program cost. Such increases will be made in accordance with paragraph 5 ("Funding

Adjustments").

b. **FUNDING DECREASE** – The Commonwealth reserves the right, at its sole discretion, to reduce the total cost of this Agreement when the Federal or State funds appropriated by the U.S. Congress and/or State Legislature are less than anticipated by the Commonwealth after Execution of this Agreement hereunder; **or** the funds appropriated are later unavailable due to a reduction or reservation in the appropriation. Such decreases will be made in accordance with paragraph 5 ("Funding Adjustments").

c. **UNEXPENDED FUNDS** – Grantee understands and agrees that funds which remain unexpended at the end of the term of the Agreement or upon termination of the Agreement shall be returned to the Commonwealth within sixty (60) days of the project's ending date or termination date along with the submission of the Final Completion Report and/or Final Expenditure Report, depending on the applicable program requirements.

d. **WITHHOLDING OF FUNDING** – Without limitation of any other remedies to which it is entitled hereunder or at law, the Commonwealth shall have the right to withhold the funding granted under this Agreement, in whole or in part, for any of the following reasons, without limitation:

    1. failure of Grantee to fulfill in a timely and proper manner its obligations hereunder;
    2. violation of laws, regulations or polices applicable to the grant or to the implementation of the project funded under this Agreement; and
    3. misuse of funds, mismanagement, criminal activity or malfeasance in the implementation of this Agreement.

5. **FUNDING ADJUSTMENTS:**

Funding Adjustments may be made for the following reasons and in the following manner:

a. **Funding Increase:**
    1. The Commonwealth shall notify the Grantee in writing of any funding increases under this Agreement.
    2. Upon receipt of this notice the Grantee shall revise and submit to the Commonwealth a revised Program Summary Budget and if necessary, any revised pages of the Narrative which shall reflect the increase of funds.
    3. Funding increases will take effect upon Commonwealth's receipt and approval of the revised documents, which shall be incorporated in and made part of this Agreement.

b. **Funding Decrease:**
    1. The Commonwealth shall notify the Grantee in writing of any funding decreases.
    2. Funding decreases will be effective upon receipt by the Grantee of the Commonwealth's funding decrease notice.
    3. Funding decrease notices shall be incorporated in and made part of this Agreement.

c. **Transfer of Funds Among Cost Categories and/or Object Codes:**

Any transfer of funds among cost functions and/or object codes must be made consistent with the applicable Program Guidelines.