

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.

The after school programs providing extra math and ELA supports for students who are

struggling will be open to students in Grades 2 to 8. The grades eligible for participation may vary depending on the number of FACTS teachers who are willing to teach in the after school program. The school believes that extending the academic days of our youngest students (grades K and 1) is not developmentally appropriate. Students in Grades K-8 will be eligible to participate in the non-academic after school programs that focus on SEL and enrichment activities that promote socialization and student choice. Students who have priority for inclusion in our after school academic program include: + Students who do not receive other supports during the school day such as SPED or RtI small groups. + Students who are below grade level, but less than a full year below grade level + A lottery system is used to select students when there are too many students meeting the eligibility criteria for the program For our ELA program, DRA scores are available across each individual student's career at FACTS and are tracked to monitor growth and for teachers to determine areas of strengths and areas for growth. DRA data is aggregated according to the percentage on grade level, percentage below grade level, cohorts/grades, years, and historically underperforming students. Testing is scheduled three times per year. Data is used to determine intervention resources, instructional needs, department goals, and school-wide goals. For our math program, IXL Math is used to collect and determine a baseline for each individual student in grades 2-8. The September 2021 scores are used as baseline data. Students are scheduled to be tested 3 times a year. Data is used to determine intervention resources, instructional needs, department goals, and school-wide goals. For inclusion in the SEL oriented after school program, we will primarily use a lottery based system for inclusion. A student connectedness survey will provide insights into individual students' sense of well being, connectedness, and access to caring relationships in the school. Students self reporting a lack of connection with school peers and those expressing particular social or emotional concerns may receive some priority for participation in the program Students who are identified by teachers as needing additional supports with self-regulation, responsibility, social competence, and/or empathy may also receive some priority for selection in the programs. However, the program will be designed to include students with varying needs, strengths, and interests.

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.

- 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	40	The majority of students are from low income families and FACTS implements a schoolwide Title I program. All students are assessed multiple times a year using universal math and ELA screeners. Those students who are shown to be performing below grade level expectation are identified for participation in after school academic support programs for math and/or ELA. The program is designed so that small groups meet multiple times per week with a qualified teacher.
			96% of FACTS students are from racial and/or ethnic "minority" groups. A student connectedness survey

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	64	identifies particular student needs as well as provides a broader view of areas for improvement or areas of strength regarding providing SEL supports for students.

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

FACTS will utilize the following resources to address student needs in the after-school program: Phonics, decoding, and/or fluency: Words Their Way, Foundations, Corrective Reading Decoding Grammar, Writing, Spelling: Spelling Mastery, RAZ-KIDS Daily Language Practice, Zaner-Bloser Grammar and Mechanics Vocabulary: Flocabulary Comprehension: Best Practices in Reading, Corrective Reading Comprehension Mathematics - V-Math, IXL SEL - To address emotional wellness FACTS will integrate SEL instruction into afterschool activities that involve student voice and explore creative skills. FACTS will also continue to use the MindUp lessons that focus on mindfulness, empathy and emotional control.

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
17	Internal	8 staff will be providing academic growth support in the area of mathematics and literacy. 8 staff will be providing SEL support. 1 staff member will be coordinating the various afterschool programs.



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
Progress Monitoring Goals Sheet	At least 4 times per course	Teachers will create SMART (Specific, Measurable, Attainable, Relevant, Time Based) goals for each student in the program. Students participating in a 40 session program will be evaluated at session 10, 20, 30 and 40.

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

FACTS uses Talking Points, a text based system that provides translation to communicate with parents. Teachers send ongoing feedback, encouragement and support to families using this system.

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget
 \$37,749.00
Allocation
 \$37,749.00

Budget Over(Under) Allocation
 \$0.00

Budget Overview

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$8,612.00	ELA program staffing amount expansion beyond current budget.
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$8,612.00	Math program staffing amount expansion beyond current budget.
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$12,918.00	Afterschool Program Coordinator
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$7,607.00	After School Clubs
		\$37,749.00	

Section: Budget - Support and Non-Instructional Expenditures

Support and Non-Instructional Expenditures

Budget
 \$37,749.00
Allocation
 \$37,749.00

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	\$37,749.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$37,749.00
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
	\$37,749.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$37,749.00
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	\$37,749.00