

Federal ID: 264634765  
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: 0000759924

Project #: FA-TBD-21-1079  
Agency: Franklin Towne Charter Elementary School  
AUN: 147513703  
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 Charter Elementary School located at 4259 Richmond Street, 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 \$514,733.00. 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](http://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: 2/16/2022  
 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 Zettlemyer - Electronic Signature Date: 2/28/2022

**Vendor Name: Franklin Towne Charter Elementary School**  
**Address: 4259 Richmond Street, Philadelphia, PA 19137**  
**Fed ID #: 264634765**  
**Vendor #: 0000759924**

Grant Title	Funding Source	Project Number	CFDA Number	Allocation Amount	Award Amount
ARP ESSER After School Set Aside	Federal	FA-225-21-1079	TBD	\$73,533.00	\$73,533.00
ARP ESSER Learning Loss Set Aside	Federal	FA-225-21-1079	TBD	\$367,667.00	\$367,667.00
ARP ESSER Summer School Set Aside	Federal	FA-225-21-1079	TBD	\$73,533.00	\$73,533.00
ESSER Fund (ARP ESSER) 7% Set Asides Consolidated	Federal	FA-225-21-1079	TBD	\$0.00	\$514,733.00

**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 Elementary 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, FTCES has adopted this approach to ensure that we are implementing an evidence-based after-school program. When evaluating whom would benefit from participating in our After school program the stakeholders agreed that all FTCES students would positively benefit from being able to participate in the After School program FTCES 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.

- 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	520	Franklin Towne Charter Elementary 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 <a href="http://expandinglearning.org">expandinglearning.org</a> , 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.
Children from Low-Income Families	Academic Growth	520	Franklin Towne Charter Elementary 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 <a href="http://expandinglearning.org">expandinglearning.org</a> , 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

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
			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.

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

Franklin Towne Charter Elementary 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 as 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.

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
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
a variation of the Northwest Regional Educational Laboratory's Out-of-School Time Program Evaluation tool.	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**

\$73,533.00

**Allocation**

\$73,533.00

**Budget Over(Under) Allocation**

\$0.00

Budget Overview

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$42,000.00	Stipend for the After School club
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$11,600.00	Benefits for staff who will provide quality education for the After School Program
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	\$19,933.00	Supplies needed for the After School Program
		<b>\$73,533.00</b>	

**Section: Budget - Support and Non-Instructional Expenditures**

Support and Non-Instructional Expenditures

**Budget**

\$73,533.00

**Allocation**

\$73,533.00

**Budget Over(Under) Allocation**

\$0.00

Budget Overview

Function	Object	Amount	Description
		\$	
		<b>\$0.00</b>	

**Section: Budget - Budget Summary**  
**BUDGET SUMMARY**

	<b>100 Salaries</b>	<b>200 Benefits</b>	<b>300 Purchased Professional and Technical Services</b>	<b>400 Purchased Property Services</b>	<b>500 Other Purchased Services</b>	<b>600 Supplies 800 Dues and Fees</b>	<b>700 Property</b>	<b>Totals</b>
<b>1000 Instruction</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1300 CAREER AND TECHNICAL EDUCATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1400 Other Instructional Programs – Elementary / Secondary</b>	\$42,000.00	\$11,600.00	\$0.00	\$0.00	\$0.00	\$19,933.00	\$0.00	\$73,533.00
<b>1600 * ADULT EDUCATION PROGRAMS</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1700 Higher Education Programs</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1800 Pre-K</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2000 SUPPORT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2100 SUPPORT SERVICES – STUDENTS</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2200 Staff Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
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
	\$42,000.00	\$11,600.00	\$0.00	\$0.00	\$0.00	\$19,933.00	\$0.00	\$73,533.00
<b>Approved Indirect Cost/Operational Rate: 0.0000</b>								<b>\$0.00</b>

	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	\$73,533.00



## **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?

	<b>Method used to Understand Each Type of Impact</b>
<b>Social and Emotional Learning</b>	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.
	FTCES 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

	<b>Method used to Understand Each Type of Impact</b>
<b>Professional Development for Social and Emotional Learning</b>	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.
<b>Reading Remediation and Improvement for Students</b>	Franklin Towne will be utilizing Fountas & Pinnell’s Benchmark Assessment System (BAS) for grades K-2 and Renaissance STAR 360 (grades 3-8) as universal schoolwide literacy screeners. The BAS determines a student’s independent and instructional reading level while the STAR 360 informs about a student’s grade level equivalency, independent reading level as well as lexile score. Through either assessment, teachers are able to understand students’ reading behaviors and make informed decisions that connect assessment to instruction, ultimately guiding student growth towards mastery of learning standards and skills. In terms of findings, we compared: • 2019-2020 SY school-wide scores (the last year of in-person learning prior the on-set of COVID) • 2020-2021 SY school-wide scores (COVID virtual instructional year) and • the start of this 2021-2022 SY (post COVID teaching year) Following is an analysis of the beginning-of-year test screening scores for 1st – 8th grade indicating the distribution of students in relation to the expectations of reading equivalencies/levels at the start of each grade level.. All grade levels indicate some level of learning loss, most significantly with our early learners in primary grade levels as well as middle school grades in which levels of rigor and accountability increase. Based on this screening, and utilizing the information provided to us by the screeners, it is observable that students who are not meeting grade-level expectations or who are considered below level has increased since the disruption to in-person learning brought on by COVID.
<b>Other Learning Loss</b>	

**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
Children from Low-Income Families	Social and Emotional Learning	<p>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</p>

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		<p>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. 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.</p>
		<p>Franklin Towne will be utilizing Fountas &amp; Pinnell’s Benchmark Assessment System (BAS) for grades K-2 and Renaissance STAR 360 (grades 3-8) as universal schoolwide literacy screeners. The BAS determines a student’s independent and instructional reading level while the STAR 360 informs about a student’s grade level equivalency, independent reading level as</p>

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	<p>well as lexile score. Through either assessment, teachers are able to understand students' reading behaviors and make informed decisions that connect assessment to instruction, ultimately guiding student growth towards mastery of learning standards and skills. In terms of findings, we compared:</p> <ul style="list-style-type: none"> <li>• 2019-2020 SY school-wide scores (the last year of in-person learning prior the on-set of COVID)</li> <li>• 2020-2021 SY school-wide scores (COVID virtual instructional year) and</li> <li>• the start of this 2021-2022 SY (post COVID teaching year)</li> </ul> <p>Following is an analysis of the beginning-of-year test screening scores for 1st – 8th grade indicating the distribution of students in relation to the expectations of reading equivalencies/levels at the start of each grade level.. All grade levels indicate some level of learning loss, most significantly with our early learners in primary grade levels as well as middle school grades in which levels of rigor and accountability increase. Based on this screening, and utilizing the information provided to us by the screeners, it is observable that students who are not meeting grade-level expectations or who are considered below level has increased since the disruption to in-person learning brought on by COVID.</p>



**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
<b>Minimum 30% SEL Requirement</b>	367,667	30%	110,300

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	500

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.

- 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
<b>Minimum 10% SEL PD Requirement</b>	367,667	10%	36,767

- 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.
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	90	Other	Handle With Care	External Contractor	Handle With Care is a crisis intervention system and behavior management training designed by national experts in the fields of verbal intervention and passive restraint. Through training for verbal and non-verbal de-escalation skills, it enables staff to develop and utilize therapeutic

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
					relationship skills necessary to reduce tension, create and maintain a calm and safe environment for all. Staff, support staff and admin will participate in all/some trainings.
b. Identifying signs of possible mental health issues and providing culturally relevant support;	90	Other	Handle With Care	External Contractor	Handle With Care is a crisis intervention system and behavior management training designed by national experts in the fields of verbal intervention and passive restraint. Through training for verbal and non-verbal de-escalation skills, it enables staff to develop and utilize therapeutic relationship skills necessary to reduce tension, create and maintain a

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
					calm and safe environment for all. Staff, support staff and admin will participate in all/some trainings.
e. Self-care and mindfulness strategies for teachers;	90	Other	Handle With Care	External Contractor	Handle With Care is a crisis intervention system and behavior management training designed by national experts in the fields of verbal intervention and passive restraint. Through training for verbal and non-verbal de-escalation skills, it enables staff to develop and utilize therapeutic relationship skills necessary to reduce tension, create and maintain a calm and safe environment for all. Staff, support staff and admin will



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
					participate in all/some trainings.
					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, and engaging in collaborative planning, Develop staff capacity for cultivating their own social, emotional, and cultural competence; modeling SEL;

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	CASEL	Internal Staff	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 rubrics, walkthrough protocols, staff surveys, and student data analyses. 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.
					<p>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, and engaging in collaborative planning, Develop staff capacity for cultivating their own social, emotional, and cultural</p>

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	CASEL	Internal Staff	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 rubrics, walkthrough protocols, staff surveys, and student data analyses. Our teachers, Counselor, Support 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
					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, and engaging in collaborative planning, Develop staff capacity for cultivating their own social, emotional, and cultural competence; modeling SEL;

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	CASEL	Internal Staff	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 rubrics, walkthrough protocols, staff surveys, and student data analyses. 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.

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	Franklin Towne believes that effective professional development evaluation requires the collection and analysis improve their methods, strategies, instruction, and self-evaluations to better support the students and themselves to assure a positive and safe learning environment. We will be requiring all participants to provide feedback in the form of self-evaluations and schoolwide surveys.

**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
<b>Minimum 8% Reading Improvement Requirement</b>	367,667	8%	29,413

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 Fountas & Pinnell’s Benchmark Assessment System (BAS) for grades K-2 and Renaissance STAR 360 (grades 3-8) as universal schoolwide literacy screeners. The BAS determines a student’s independent and instructional reading level while the STAR 360 informs about a student’s grade level equivalency, independent reading level as well as lexile score. Through either assessment, teachers are able to understand students’ reading behaviors and make informed decisions that connect assessment to instruction, ultimately guiding student growth towards mastery of learning standards and skills. All grade levels indicate some level of learning loss, most significantly with our early learners in primary grade levels as well as middle school grades in which levels of rigor and accountability increase. Based on this screening, and utilizing the information provided to us by the screeners, it is observable that students who are not meeting grade-level expectations or who are considered below level has increased since the disruption to in-person learning brought on by COVID

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 students. Our local assessment data indicates that students are performing (on average) below grade level. With the student considered to not be meeting grade level expectations growing in multiple grade levels, the data is an indication that our students have definitely suffered in the area of literacy and some have not made a year’s worth of growth.



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
Wilson Foundations and Fountas & Pinnell's Leveled Literacy Intervention programs to meet the needs of our most struggling readers.	K-2 students, for certain populations of special education students, supplemental instruction occurs utilizing iReady, we utilize Inspiring Young Learners and Kid Inspired Classroom with ESL	52
Wilson Reading	SPED students 2-8	52

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
Wilson Foundations and Fountas & Pinnell's Leveled Literacy Intervention programs	Children from Low-Income Families	52	FUNdations is a multisensory and systematic phonics, spelling, and handwriting program that benefits all K-2 students. Foundations is designed as a whole-class, general education program used for prevention (Tier 1) purposes. It also can be taught in a small group or 1:1 setting for intervention (Tier 2).

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Wilson Reading	Children from Low-Income Families	52	a structured literacy program based on phonological-coding research and Orton-Gillingham principles, WRS directly and systematically teaches the structure of the English language. Through the program, students learn fluent decoding and encoding skills to the level of mastery.

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
We will continue to utilize Fountas & Pinnell's Benchmark Assessment Systems and Renaissance STAR 360 screener as our schoolwide universal literacy benchmarking program	Start of Year (SOY) and End of Year (EOY)	We hope to move our students scores to indicate a minimum of 1 years growth and reduce the percentage of students considered to not be meeting expectations or below level.

**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
<b>52% Other Learning Loss Activities</b>	367,667	52%	191,187

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**

\$367,667.00

**Allocation**

\$367,667.00

**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)

110,300

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$87,550.00	Salary for MTSS Staff
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$23,201.00	Benefits for MTSS Staff
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$49,862.00	Salary of SEL Classroom Teacher (SPED dept.)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$18,434.00	Benefits of SEL Classroom Teacher (SPED dept.)

<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$13,000.00	Salary of SEL Paraprofessional (SPED dept).
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$2,364.00	Benefits of SEL Paraprofessional (SPED dept).
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$6,205.00	2 year subscription for Committee for Children SEL Annual Subscription
		<b>\$200,616.00</b>	

**Section: Budget - Social and Emotional Learning Professional Development Budget**

Social and Emotional Learning Professional Development Budget

**Budget**

\$367,667.00

**Allocation**

\$367,667.00

**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)

36,767

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$36,767.00	Handle with Care and Committee for Children PD for 2021-2023
		<b>\$36,767.00</b>	

**Section: Budget - Reading Improvement Budget**

Reading Improvement Budget

**Budget**

\$367,667.00

**Allocation**

\$367,667.00

**Budget Over(Under) Allocation**

\$0.00

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

29,413

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$66,531.00	Salary for ESL Teacher
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$63,753.00	Benefit for ESL Teacher
		<b>\$130,284.00</b>	

**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
<b>Other Learning Loss Activities Amount</b>	367,667	200,616	36,767	130,284	0

**Learning Loss Expenditures**

**Budget**

\$367,667.00

**Allocation**

\$367,667.00

**Budget Over(Under) Allocation**

\$0.00

Budget Overview

Function	Object	Amount	Description
		\$	
		<b>\$0.00</b>	



**Section: Budget - Budget Summary**

**BUDGET OVERVIEW**

**Budget**

\$367,667.00

**Allocation**

\$367,667.00

**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	\$216,943.00	\$107,752.00	\$0.00	\$0.00	\$0.00	\$6,205.00	\$0.00	\$330,900.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
<b>Programs</b>								
<b>1800 Pre-K</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2000 SUPPORT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2100 SUPPORT SERVICES – STUDENTS</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2200 Staff Support Services</b>	\$0.00	\$0.00	\$36,767.00	\$0.00	\$0.00	\$0.00	\$0.00	\$36,767.00
<b>2300 SUPPORT SERVICES – ADMINISTRATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2400 Health Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2500 Business Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2600 Operation and Maintenance</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2700 Student Transportation</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2800 Central Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3000 OPERATION OF NON-INSTRUCTIONAL SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3100 Food Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3200 Student Activities</b>	\$0.00	\$0.00	\$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
	\$216,943.00	\$107,752.00	\$36,767.00	\$0.00	\$0.00	\$6,205.00	\$0.00	\$367,667.00
<b>Approved Indirect Cost/Operational Rate: 0.0000</b>								\$0.00
<b>Final</b>								\$367,667.00

## 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.

FTCES 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 instructional program

that has students in school 4 days per week. 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	150	FTCES 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 instructional program that has students in school 4 days per week. This program was delivered during the 2021 summer, with plans to deliver the same program for the next two years.

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

FTCES 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 instructional program that has students in school 4 days per week. This program was delivered during the 2021

summer, with plans to deliver the same program for the next two years.

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
18	Internal Provider	Teachers providing education during the 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
Utilizing the framework established by the Northwest Regional Educational Laboratory titled, Out-of-School Time Program Evaluation – Tools for Action (Geiger & Britsch, 2018).	Start and end of 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.

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**

\$73,533.00

**Allocation**

\$73,533.00

**Budget Over(Under) Allocation**

\$0.00

Budget Summary

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$14,975.00	Salary for staff providing quality education for the 2021 Summer School Program
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$4,786.00	Benefits for staff providing quality education for the 2021 Summer School Program
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$20,000.00	Estimated Salary for staff providing quality education for the 2022 Summer School Program
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$6,000.00	Estimated Benefits for staff providing quality education for the 2022 Summer School Program
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$20,000.00	Estimate Salary for staff providing quality education for the 2023 Summer School Program

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$7,772.00	Estimate Benefits for staff providing quality education for the 2023 Summer School Program
		<b>\$73,533.00</b>	

**Section: Budget - Support and Non-Instructional Expenditures**

Support and Non-Instructional Expenditures

**Budget**

\$73,533.00

**Allocation**

\$73,533.00

**Budget Over(Under) Allocation**

\$0.00

Budget Summary

Function	Object	Amount	Description
		\$	
		<b>\$0.00</b>	

**Section: Budget - Budget Summary**

**BUDGET SUMMARY**

	<b>100 Salaries</b>	<b>200 Benefits</b>	<b>300 Purchased Professional and Technical Services</b>	<b>400 Purchased Property Services</b>	<b>500 Other Purchased Services</b>	<b>600 Supplies 800 Dues and Fees</b>	<b>700 Property</b>	<b>Totals</b>
<b>1000 Instruction</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1300 CAREER AND TECHNICAL EDUCATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1400 Other Instructional Programs – Elementary / Secondary</b>	\$54,975.00	\$18,558.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$73,533.00
<b>1600 * ADULT EDUCATION PROGRAMS</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1700 Higher Education Programs</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1800 Pre-K</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2000 SUPPORT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2100 SUPPORT SERVICES – STUDENTS</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2200 Staff Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
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
	\$54,975.00	\$18,558.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$73,533.00
<b>Approved Indirect Cost/Operational Rate: 0.0000</b>								<b>\$0.00</b>

	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	\$73,533.00

## **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.