

Section: Narratives - Needs Assessment

Introduction

In accordance with the American Rescue Plan (ARP) Act and Pennsylvania Act 24 of 2021 (Act 24), the Pennsylvania Department of Education (PDE) will award approximately \$ 249,848,000 or five percent (5%) of Pennsylvania's ARP Elementary and Secondary School Education Relief (ESSER) State Reserve funds to school districts, charter schools and cyber charter schools (collectively, LEAs) = to implement evidence-based interventions that address learning loss in response to the academic, social, emotional and mental health needs of students and subgroups of students impacted by COVID-19 public health emergency that supplement school programs and activities.

Act 24 requires that LEAs, at a minimum, use the funds they are awarded under this subgrant in the following ways: .

Percentage of LEA Allocation - Required Activities

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

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

8% - To address reading remediation and improvement for students

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

Act 24 also requires that, when available, existing personnel shall be utilized by school districts, charter schools and cyber charter schools to staff programs and activities established with these grant funds.

Within 90 days of receipt of these allocations, school districts, charter schools and cyber charter schools must submit a three-part plan to PDE, that outlines the proposed use of the grant money, itemized by program and activity. This plan is part of a consolidated application that includes after-school programming, summer activities, and a comprehensive plan to address learning loss. The plan shall include:

- 1) A description of each program and activity
- 2) A narrative outlining the expected benefit of each program and activity
- 3) A budget for each program and activity detailing personnel and operating costs.

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

PDE has developed the Accelerated Learning Toolkit, a significant cadre of resources and trainings, to support LEAs in the development of their plans. The Accelerated Learning Toolkit can be found [Link to Accelerated Learning Toolkit](#).

Needs Assessment: In this section, LEAs are asked to describe the impact of the pandemic on their

students, examine disproportionate impacts on specific student groups, and highlight the LEA's promising practices in supporting student needs since March 2020.

Indicators of Impact

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

| | Method used to Understand Each Type of Impact |
|---|---|
| Social and Emotional Learning | Student survey measuring engagement and belonging (Fall, Spring); Voluntary participation in free family therapy, number of suspensions |
| Professional Development for Social and Emotional Learning | Student survey measuring engagement and belonging (Fall, Spring), Staff Survey (following PD sessions and midyear) |
| Reading Remediation and Improvement for Students | Local Assessment: Star Benchmarks, Keystone State Exams, IPG walkthrough tool |
| Other Learning Loss | Local Assessment: Star Benchmarks, Keystone State Exams |

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 with Disabilities | Reading Remediation and Improvement | Keystone test results Star Benchmark results Student surveys Teacher Observations |
| Gender | Reading Remediation and Improvement | Keystone test results Star Benchmark results Student surveys Teacher Observations |

| Student Group | Area of Impact | Provide specific strategies that were used or will be used to identify and measure impacts |
|----------------------|-----------------------|---|
| | | |

Section: Narratives - Learning Loss Program Questions

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

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

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

3. Calculate 30% of LEA Allocation as the **MINIMUM REQUIRED RESERVE** for Social and Emotional Learning. *(Calculation will populate when you click the Save button)*
 - *This value will be needed in the corresponding budget section.*

| | Total LEA Allocation | Multiply by 30% (.30) | Minimum Allocation for SEL |
|------------------------------------|----------------------|-----------------------|----------------------------|
| Minimum 30% SEL Requirement | 200,744 | 30% | 60,223 |

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.

TECH Freire Charter School utilizes data from standardized tests, including Pennsylvania's Keystone exams, and Star Benchmark tests, to identify areas of strength and concerns in terms of academic achievement and growth. In addition, students are evaluated through in class work and tests by highly trained teachers. In addition, we also survey students. This is done for a few reasons including measuring student engagement, school climate, sense of belonging, safety, and post secondary plans. Most importantly, these surveys allow students to share their perspective and have a voice in their education.

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 |
|----------------------|----------------------------|---------------------------------------|---------------------------|
| ELA Teacher training | Gender | Universal | 260 |
| RTI | Children with Disabilities | Targeted | 100 |

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 |
|-------------------------------|------------------|---|
| Student Engagement Survey | Fall, Spring | Students respond with an increase in self reported engagement and belonging |
| Staff Evaluation Survey | Yearly | Staff feel better prepared to address and support student needs |
| Student Therapy Tracke | Continuous | Increase of students participating in therapy |

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

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

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

| | Total LEA Allocation | Multiply by 10% (.10) | Minimum Allocation for SEL PD |
|---------------------------------------|----------------------|-----------------------|-------------------------------|
| Minimum 10% SEL PD Requirement | 200,744 | 10% | 20,074 |

8. Describe the planned professional development activities and how the activity will ensure that teachers/staff are equipped with training/support on the following:
- Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;
 - Identifying signs of possible mental health issues and providing culturally relevant support;
 - Motivating students that have been disengaged;
 - Mentoring students who have attendance issues before it becomes a pattern;
 - Self-care and mindfulness strategies for teachers;
 - Engaging and communicating effectively with parents;
 - 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; | 40 | Teacher | Director of Emotional Supports | Internal Staff | Professional Development training designed to support and prepare teachers for the year ahead - focusing on trauma awareness and support |
| | 66 | Other | Rethinc | External Contractor | Bi-monthly training for the entire staff diversity and inclusion training with an education lens |

| 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; | 66 | Teacher | Emotional supports staff | Internal Staff | Targeted professional development designed and presented by the emotional supports staff to support teachers in identifying and responding to possible mental health issues |

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 |
|--|---|--|
| Staff Surveys | Regularly at the conclusion of PD and midway through the year | Teachers feel supported and prepared to address student SEL needs in the classroom |
| Tracking Disciplinary Trends | Continuous | Fewer suspensions |
| Tracking percent and regularity of students visiting emotional supports therapists | Continuous | An increase of voluntary visits by students |

Section 3c - Reading Improvement for Students:

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

remediation. Please reference the Structured Literacy framework to assist in developing this plan **LINK NEEDED**

LEAs are required to utilize **A MINIMUM of EIGHT PERCENT (8%)** of their ARP-ESSER allocation for research-based reading instruction. In this section, describe the course of action to remediate and improve reading gaps through research-based practices.

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

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

| | Total LEA Allocation | Multiply by 8% (.08) | Minimum Allocation for Reading Improvement |
|---|----------------------|----------------------|--|
| Minimum 8% Reading Improvement Requirement | 200,744 | 8% | 16,060 |

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?

We use Star benchmarks as our local assessment to determine learning loss in the area of reading. One student group with significant need is students with IEPs. When comparing the first benchmark in the fall of 2020 to the third benchmark in the spring of 2021, the average score for students without IEPs grew 32 points where those with IEPs actually dropped 2 points. Boys were similarly affected. When comparing the first benchmark in the fall to the third benchmark in the spring, boys and girls experienced a comparable improvement in math (12 points for boys versus 14 points for girls) however, our boys' average score in reading declined by 2 points over the year, compared to the girls who grew 41 points. As a result, we have begun a new ELA curriculum in the 2021-2022 school year.

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:

Although we haven't been able to get PVAAS data since prior to the pandemic, our most at-risk students, including those chronically absent during the pandemic, lost ground in reading as measured by our benchmark test.

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

No

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

| Training | Grade Level / ESL / Special Education | Number of Teachers Trained |
|----------|---------------------------------------|----------------------------|
| | | |

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 |
|--------------------------|---------------|---|--|
| New Curriculum, EngageNY | Gender | 260 | TECH is making drastic changes to address literacy challenges and learning loss by adopting a new highly rated ELA curriculum, Engage NY. The foundation of this curriculum is the use of grade-level appropriate texts along with increased supports as students productively struggle with that text. Research shows that students who are taught using below-grade level materials within a remediation |

| Intervention | Student Group | Number of Students Receiving Intervention | Brief Description of Intervention |
|--------------|---------------|---|---|
| | | | framework are unable to catch up. This curriculum is better aligned with our strategy of accelerated learning. This intervention requires intense professional learning for our teachers, which is supported by PD that is embedded into a Professional Learning Community structure. |

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 |
|-------------------------------|------------------|---|
| Instructional Practice Guide | Monthly | 100% of teachers will use grade level appropriate texts |
| Star Benchmark Tests | 3 times a year | Incremental, but steady increase of test scores |
| State Keystone Tests | Yearly | Incremental, but steady increase of test scores |

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

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

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

| | Total LEA Allocation | Multiply by 52% (.52) | Maximum Allocation for Other Learning Loss Activities |
|---|----------------------|-----------------------|---|
| 52% Other Learning Loss Activities | 200,744 | 52% | 104,387 |

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 |
|---|----------------------------|---|--|
| New math curriculum, Illustrative Mathematics | Gender | 260 | TECH began using the highly rated Illustrative Math curriculum in the 2019-2020 school year. Due to the pandemic, the 2021-22 school year will be the first full year of in person class that the curriculum will be used. |
| After school homework support centers | Children with Disabilities | 75 | Now that students have returned to the building full time there are targeted after school homework centers for general homework, a literacy center, math center, and science center. |

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 |
|--------------------------------------|-------------------------|---|
| Star Benchmark tests | 3 times a year | Incremental, but steady increase of test scores |
| State Keystone Tests | Yearly | Incremental, but steady increase of test scores |

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

\$200,744.00

Allocation

\$200,744.00

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)

60,223

Budget Summary

| Function | Object | Amount | Description |
|------------------------------------|----------------|--------------------|---|
| 2100 - SUPPORT SERVICES – STUDENTS | 100 - Salaries | \$64,890.00 | Salary for 1 Emotional Support RTI Leader |
| 2100 - SUPPORT SERVICES – STUDENTS | 200 - Benefits | \$8,209.00 | Benefits for Emotional Support RTI Leader: 7.65% of Payroll Taxes, 5% of Retirement costs |
| | | \$73,099.00 | |

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$200,744.00

Allocation

\$200,744.00

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)

40,149

Budget Summary

| Function | Object | Amount | Description |
|-------------------------------|---|--------------------|------------------|
| 2200 - Staff Support Services | 300 - Purchased Professional and Technical Services | \$48,790.00 | Rethinc Training |
| | | \$48,790.00 | |

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$200,744.00

Allocation

\$200,744.00

Budget Over(Under) Allocation

\$0.00

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

16,060

Budget Summary

| Function | Object | Amount | Description |
|--------------------|----------------|--------------------|---|
| 1000 - Instruction | 100 - Salaries | \$70,000.00 | Salary: ELA Co-Teacher |
| 1000 - Instruction | 200 - Benefits | \$8,855.00 | Benefits for ELA Co-Teacher: 7.65% of Payroll Taxes, 5% of Retirement Costs |
| | | \$78,855.00 | |

Section: Budget - Other Learning Loss Expenditures

Learning Loss Budget

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

| | Total LEA Allocation | 30% SEL Budgeted Value | 10% SEL PD Budgeted Value | 8% Reading Improvement Budgeted Value | Remaining Allocation for Other Learning Loss Activities |
|---------------------------------------|----------------------|------------------------|---------------------------|---------------------------------------|---|
| Other Learning Loss Activities Amount | | | | | 0 |

Learning Loss Expenditures

Budget

\$200,744.00

Allocation

\$200,744.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

| Function | Object | Amount | Description |
|----------|--------|---------------|-------------|
| | | \$ | |
| | | \$0.00 | |

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

\$200,744.00

Allocation

\$200,744.00

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 | \$70,000.00 | \$8,855.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$78,855.00 |
| 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 | \$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 | | | | | | | | |

| | 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 |
|---|-------------------------|-------------------------|--|--|---|---|-------------------------|---------------|
| 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 | \$64,890.00 | \$8,209.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$73,099.00 |
| 2200 Staff Support Services | \$0.00 | \$0.00 | \$48,790.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$48,790.00 |
| 2300 SUPPORT SERVICES – ADMINISTRATION | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 2400 Health Support Services | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 2500 Business Support Services | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 2600 Operation and Maintenance | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 2700 Student Transportation | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 2800 Central Support Services | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 3000 OPERATION OF NON-INSTRUCTIONAL SERVICES | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 3100 Food Services | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |

| | 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 |
|---|-------------------------|-------------------------|--|--|---|---|-------------------------|---------------------|
| 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 |
| | \$134,890.00 | \$17,064.00 | \$48,790.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$200,744.00 |
| Approved Indirect Cost/Operational Rate: 0.0000 | | | | | | | | \$0.00 |
| Final | | | | | | | | \$200,744.00 |