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Program Services Fact Template

**Target Table(s):** PROGRAMS\_SERVICES\_FACT

**Data Submission Schedule:** 40D, 80D, 120D, EOY

**Grain:** One record per district / location / snapshot date / student / service

**Template Description**

This template tracks services received by students for the Community Schools Program (CSP); both Community Schools Act Programs as well as Title I funded Community Schools. It also tracks services received by students for the Extended Learning Time Program (ELTP).

**Load Sequences/Dependencies**

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| **Load Sequence/Dependencies** | **Optional** | **Lookup** |
| **1. STUDENT** | **N** | **N** |
| **2. STAFF** | **Y** | **N** |

**Changes**

**New Field – (Field 13) SERVICE PROVIDER TYPE CODE**

**Provide the role of the individual who is providing the service for Expanded and Enriched Learning Time and Opportunities (EELTO).**

**New Code – (Field 21) PROGRAM CODE**

**EELTO** = Expanded and Enriched Learning Time and Opportunities

**New Code – (Field 5) SERVICE CODE**

* **CIVICLEADERSHIP**
* **FAMILYLITERACY**
* **FINEARTS**
* **HEALTHWELLNESS**
* **HIGHYIELDLEARNING**
* **LANGUAGECULTURE**
* **PERFORMINGARTS**
* **SOCIALEMOTIONAL**
* **SPORTS**
* **YOUTHLEADERSHIP**
* **WORKFORCE**
* **ACADEMICENRICHMENT**
* **EXPERIENTIAL**

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Program Services Fact Template

| **Field #** | **Length** | | **Field Name** | **R/O/CR** | **Code** | **Definition** | **Business Rules** | **Valid Values/Example Data** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1** | **8** | **DISTRICT CODE** | | **R** | **K,M** | **PED defined three character district code.** |  | **Example: 038** |
| **2** | **6** | **LOCATION CODE** | | **R** | **K,M** | **PED defined three character location codes.** |  | **Example: 100** |
| **3** | **10** | **SCHOOL YEAR DATE** | | **R** | **K,M** |  | **All dates must be entered in ISO format** | **Example:**  **YYYY-06-30** |
| **4** | **12** | **STUDENT ID** | | **R** | **K,M** | **State issued student identification number.** |  | **Example: 100000009** |
| **5** | **20** | **SERVICE CODE** | | **R** | **K,M** | **Service Codes align with various categories.** | **Enter the code of the service provided for either the Community Schools Program (CSP), ~~and/or~~ the Extended Learning Time Program (ELTP), and/or Expanded and Enriched Learning Time and Opportunities (EELTO). If a student participated in ~~BOTH~~ all three programs during the reporting period, a minimum of ~~2~~ 3 records would be submitted per student indicating the type of service received. In addition, a student may have received multiple services for a single program.** | See the [Service Code Set](#Service_PRovided_Type_Code) at the end of this document for a list of the valid values. |
| **6** | **10** | **SERVICE**  **START DATE** | | **R** | **K,M** | **Field indicating the report date.** | **Use the ISO format.** | **YYYY-10-01 = 40D**  **YYYY-12-15 = 80D**  **YYYY-03-01 = 120D**  **YYYY-06-01 = EOY**  **YYYY-06-29=Summer** |
| **7** | **10** | **Not Collected** | | | | | | |
| **8** | **3,0** | **SERVICE FREQUENCY** | | **R** | **U** | **Extended Learning Time (ELTP):**  The number of days the student received Extended Learning Time within the reporting period. A one to two digit number not to exceed 10 days per student for the year. As an example, a student may have received 4 days of extended learning during the 40th day reporting period, and 6 days between the 40th and 80th day reporting period for a total of 10 days for the year. 4 days of ELTP would be reported at 40th day and 6 days at 80th day for a total of 10 days. | **Number of days the student received the Community School Program (CSP), Extended Learning Time Program (ELTP) and/or Expanded and Enriched Learning Time and Opportunities (EELTO) within the reporting period.**  **Maximum 10 days of Extended Learning Time allowed per student.** | **A one to two digit number (no decimals).**  **Example: 4** |
| **9** | **4,0** | **SERVICE DURATION** | | **R** | **U** | **If the school offered 10 days of the Extended Learning Time service within the reporting period, 10 would be entered.** | **Number of days the Community School Program (CSP), Extended Learning Time Program (ELTP) and/or Expanded and Enriched Learning Time and Opportunities (EELTO) service was offered during the reporting period. A one to two digit number not to exceed the number of days within the reporting period** | **A one to two digit number (no decimals).**  **Example: 10** |
| **10-11** | **40** | **Not Collected** | | | | | | |
| **12** | **100** | **SERVICE PROVIDER NAME** | | **CR** | **U** |  | **If a school from the Community Schools Program (CSP) or the Expanded and Enriched Learning Time and Opportunities (EELTO) is providing the service, this field will be left blank because the school in field #2 is providing the service.**  **If a Community Service Provider is providing the Community School Program (CSP)/** **Expanded and Enriched Learning Time and Opportunities (EELTO), is providing the service, enter the name of the entity, not the individual’s name.**  **This field will be left blank for Extended Learning Time Program (ELTP).** | **Name of Community Service Provider Entity.**  **For example:**  **PMS**  **Boys & Girls club** |
| **13** | **30** | **SERVICE PROVIDER TYPE CODE** | | **CR** | **U** |  | **Provide the role of the individual who is providing the service for Expanded and Enriched Learning Time and Opportunities (EELTO).** | **Valid Values:**  **01** = Community-Based Organization  **02** = Community Recruit  **03** = Educational Assistant  **04** = Faith-Based Organization  **05** = Parent  **06** = Teacher  **07** = Volunteer |
| **14-15** |  | **Not Collected** | | | | | | |
| **16** | **20** | **SERVICE SETTING CODE** | | **CR** | **U** |  | **A description of when the service occurs.**  **Required for Community School Programs (CSP) if the service occurred outside of the instructional day. Otherwise value is null.**  **This field will not be populated for Extended Learning Time Programs (ELTP) or the Expanded and Enriched Learning Time and Opportunities (EELTO).** | **Valid Values:**  **BEFORESCHOOL**  **AFTERSCHOOL**  **WEEKEND**  **SUMMER**  **YEARROUND** |
| **17-20** |  | **Not Collected** | | | | | | |
| **21** | **20** | **PROGRAM CODE** | | **R** | **K,M** | **Program Codes CSP and ELTP have been pre-loaded into the Programs Code table by PED IT. The Service Codes in field #5 define the services related to these programs; however, these Program Codes (CSP & ELTP) will NOT be submitted to PROGRAMS\_FACT as normal, but instead their detail services will be collected in this template.** | **Enter the Program Code associated with the Service Code (field #5). Note: The same Service Code may be used for different programs.**  **~~If ELTP then Service Code (field #5) must be ENRICHMENT, STEM-STEAM, HERITAGELANGINST, CCR, TUTOR, CREDITRECOVERY, REMEDIAL, MENTOR, ELD, COMMUNITY, DROPOUTPREVENTION, or POSITIVESCHCULTURE.~~**  **Use EELTO Program Code to report After-School Programming for schools participating in ELTP only.** | **Valid Values:**  **CSP** = Community School Program  **ELTP** = Extended Learning Time Program  **EELTO** = Expanded and Enriched Learning Time and Opportunities |

**SERVICE CODES (field 5) for Community Schools Program (Field 21 = CSP)**

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| **Code** | **Community Schools Act Indicator** | **Description and Guidance** |
| CCR | Academic Programs | Intentional addition to or expansion of College and Career Readiness opportunities supported by community school partners. |
| CIVICLEADERSHIP | Character Education  Community Service  Etiquette  Experiential Learning  Leadership  Volunteer Work | Civic leadership or service learning activities encourage inquiry and examine the important social topics of students’ local government and community.  Civic leadership activities prepare service-minded youth to experience the full impact of service learning. |
| COMMUNITY | Health and Wellness | Intentional addition to or expansion of Community Service Learning opportunities supported by community school partners and guided by the site-based leadership team. |
| COUNSELING | Health and Wellness | School based or school linked counseling services that address non-academic barriers to learning. |
| CREDITRECOVERY | Academic Support | Data informed intentional outreach and system navigational support for students; guided by the site-based leadership team. |
| DENTAL | Health and Wellness | School based or school linked health services designed to address non-academic barriers to learning. |
| DROPOUTPREVENTION | Health and Wellness | Data informed intentional outreach and system navigational support for students; guided by the site-based leadership team. |
| ECE | Early Childhood Education | Provide high-quality prekindergarten programs aligned to early childhood professional and curricular early learning standards. |
| ELD | Academic Support | Intentional addition to or expansion of English Language Development opportunities supported by community school partners. |
| ENRICHMENT | Academic Programs | Academic enrichment, designed to close the opportunity gap for low-income students, which expands upon and reinforces core curriculum; happens outside of the traditional classroom. |
| FAMILYLITERACY | Family Literacy  Parental Enrichment | Family-focused enrichment activities that provide students with the tools that they need to implement positive practices in their home to support their learning. These activities foster strong family ties, build literacy skills, and increase the confidence and the communication skills of students, allowing them to interact more effectively with family members, teachers, school staff members, and in the community. |
| FINEARTS | Fine Arts | Arts activities that utilize various mediums of art (painting, drawing, photography, clay, digital, culinary, etc.). |
| ~~HEALTH~~ | ~~Health and Wellness~~ | ~~School based or school linked health services designed to address non-academic barriers to learning.~~ |
| HEALTHWELLNESS | Health and Wellness  Nutrition | Health and fitness activities designed to teach students knowledge, skills and basic competencies in wellness such as physical, mental and emotional foundations, self-reflective and meditation skills, nutrition, healthy eating and cooking. |
| HERITAGELANGINST | Academic Programs | Intentional addition to or expansion of Heritage Language Instruction (dual language instruction) opportunities supported by community school partners. |
| HIGHYIELDLEARNING | Tutoring Services | High-Yield Learning Activities provide youth with fun experiences that are hands-on, interactive, varied and intentional such as, Legos, Chess, Monopoly, Scrabble, Jeopardy, etc. Tutoring services (ideally project based and must meet the above criteria in approach). |
| HOMEVISIT | Health and Wellness | School based or school linked home visit outreach designed to address non-academic barriers to learning. |
| LANGUAGECULTURE | Cultural Education  International Awareness  Literacy Activities | Language and Culture activities introduce students to the richness of international cultures and the basics of their languages, both spoken and written. Topics include history, calligraphy, cultural customs, geography, dance, and cuisine. |
| MENTOR | Academic Support | Intentionally supportive relationships between students and a caring adult, which mitigates early warning indicators in students. |
| PERFORMINGARTS | Arts and Music Education | Arts activities both utilizing and teaching various performance art techniques and that which goes into producing a performance, such as: dance, choir, drama, set design, costume design, spoken word, and music. |
| POSITIVESCHCULTURE | Health and Wellness | Coordinated and intentional strategy designed to transform behavior, attitude and actions to improve school culture; guided by the site-based leadership team with an emphasis on student voice and community input. |
| REMEDIAL | Academic Support | Data informed intentional outreach and system navigational support for students; guided by the site-based leadership team. |
| SOCIALEMOTIONAL | Counseling  Social-Emotional Learning | Programs where adults model social and emotional skills and children have opportunities to practice using them in diverse situations in a safe, caring learning environment established organization-wide. SEL is defined according to the [Collaborative for Academic, Social and Emotional Learning](https://protect-us.mimecast.com/s/vm7JCKr2qWI4PzVlCv5ciI?domain=casel.org/) (CASEL) as “the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”  Counseling refers to a therapeutic approach to group activities. |
| SOCIALWRK | Health and Wellness | School based or school linked social work services that address non-academic barriers to learning. |
| SPORTS | Physical Activities | Activities designed to teach youth the fundamentals of a particular sport through basic technique and skills training. Students will study the rules, practices, and technical aspects, including strategies. |
| STEM-STEAM | Academic Programs | Intentional Science, Technology, Engineering, Art and/or Math learning experiences designed to close the opportunity gap for low-income students, which expands upon and reinforces traditional STEAM core curriculum. |
| TUTOR | Academic Support | Data informed intentional outreach and system navigational support for low-performing students; guided by the site-based leadership team. |
| VISION-HEARING | Health and Wellness | School based or school linked services designed to address non-academic barriers to learning. |
| WRAP-AROUND | Health and Wellness | Coordinated and intentional integrated services, programs and supports designed to increase student access within the Integrated Student Supports, Expanded and Enriched Learning Time and Active Family and Community Engagement. |
| YOUTHLEADERSHIP | Youth Leadership and Voice | Includes a range of opportunities for youth to take leadership roles. Programs can engage young people in community service or service learning projects that enhance the quality of life in their own communities. Youth can be active in the program by serving as tutors and mentors for younger children. Youth can serve on boards of directors, as well as advise on and become partners in curriculum and program development at your site, in addition to program evaluation. |
| WORKFORCE | Community Internships  Entrepreneurial Education  Inspiring Future Career  Mentoring  Workforce Skills | Build foundational skills such as teamwork, communication, and critical thinking skills that will help students in school, the workforce, and in life. Introduce students to new interests, opening their eyes to potential career pathways. Provide opportunities to gain real world work experience and practice skills that will help build their familiarity with and capabilities in the workforce. |

**SERVICE CODES (field 5) for Extended Learning Time Program (Field 21 = ELTP)**

**Note:** The codes below are a subset of the Community Schools Service Codes.

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| **Code** | **Extended Learning Time Program Category** | **Description and Guidance** |
| ACADEMICENRICHMENT | Academic Programs | Academic Enrichment is designed to provide more time engaged in **academic classes** (e.g., mathematics, science, and English/language arts), allowing broader and deeper coverage of curricula and more individualized learning (focused instruction) or targeted support for students. |
| CCR | Academic Programs | Intentional addition to or expansion of College and Career Readiness opportunities, which can tie into science, technology, engineering and math curriculum, while also emphasizing career-readiness skills. |
| EXPERIENTIAL | Health and Wellness | Experiential learning is learning through reflection on doing. Experiential learning is an active process that engages the learner in carefully chosen experiences (e.g., community/service learning, project-based learning) that are supported by reflection, critical analysis and synthesis. Experiences are structured to require the learner to take initiative, make decisions, and be accountable for results. |
| CREDITRECOVERY | Academic Support | Designed as an alternative path to graduation by providing students with academic assistance while promoting academic achievement. A course-specific, skill-based, learning opportunity offered to recover credit for students who previously failed during the instructional day to master content and or skills required to receive course credit, earn promotion, or graduate. |
| DROPOUTPREVENTION | Health and Wellness | Targeted intervention strategy that focuses on increasing attendance and course performance, and addresses school behavior and disengagement.  Provides at-risk students with specific supports such as mentoring, counseling, vocational or social-emotional skills training, college preparation, supplemental academic services, or case management. |
| ELD | Academic Support | Intentional addition to or expansion of English Language Development opportunities supported by community school partners. General language comprehension: reading, writing, and literature. |
| HERITAGELANGINST | Academic Programs | Intentional addition to or expansion of Heritage Language Instruction (dual language instruction) opportunities designed to address the needs of heritage language learners. Students will have the opportunity to use, learn, and expand on their heritage languages. Students may examine social justice topics, community-based learning, and language arts approaches for heritage language development. |
| MENTOR | Academic Support | A school-based mentoring model designed to increase academic performance, self-esteem, and emotional development. The mentoring program supports relationships between students and a caring adult and is intended to mitigate early warning indicators in students. Students may be referred by teachers, counselors, and school staff. The program may extend throughout the summer months and across grades to improve outcomes for youth. |
| POSITIVESCHCULTURE | Health and Wellness | Coordinated and intentional strategy designed to transform behavior, attitude and actions to improve school culture. |
| REMEDIAL | Academic Support | Data informed intentional outreach and system navigational support for students. |
| STEM-STEAM | Academic Programs | Intentional Science, Technology, Engineering, Art and/or Math learning experiences designed to close the opportunity gap for low-income students, which expands upon and reinforces traditional STEAM core curriculum. |

* + **SERVICE CODES (field 5) for Expanded and Enriched Learning Time and Opportunities (Field 21 = EELTO) – Use to report out of school time academic and enrichment activities for ~~both CSP and~~ only ELTP After School.**

|  |  |  |
| --- | --- | --- |
| **Code** | **EELTO  Category** | **Description and Guidance** |
| CCR | College and Career Readiness | Activities that develop knowledge and skills necessary to qualify for and succeed in entry-level, credit-bearing postsecondary coursework and/or the workforce. |
| CIVICLEADERSHIP | Character Education  Community Service  Etiquette  Experiential Learning  Leadership  Volunteer Work | Civic leadership or service learning activities encourage inquiry and examine the important social topics of students’ local government and community.  Civic leadership activities prepare service-minded youth to experience the full impact of service learning. |
| FAMILYLITERACY | Family Literacy  Parental Enrichment | Family-focused enrichment activities that provide students with the tools that they need to implement positive practices in their home to support their learning. These activities foster strong family ties, build literacy skills, and increase the confidence and the communication skills of students, allowing them to interact more effectively with family members, teachers, school staff members, and in the community. |
| FINEARTS | Fine Arts | Arts activities that utilize various mediums of art (painting, drawing, photography, clay, digital, culinary, etc.). |
| HEALTHWELLNESS | Health and Wellness  Nutrition | Health and fitness activities designed to teach students knowledge, skills and basic competencies in wellness such as physical, mental and emotional foundations, self-reflective and meditation skills, nutrition, healthy eating and cooking. |
| HIGHYIELDLEARNING | Tutoring Services | High-Yield Learning Activities provide youth with fun experiences that are hands-on, interactive, varied and intentional such as, Legos, Chess, Monopoly, Scrabble, Jeopardy, etc. Tutoring services (ideally project based and must meet the above criteria in approach). |
| LANGUAGECULTURE | Cultural Education  International Awareness  Literacy Activities | Language and Culture activities introduce students to the richness of international cultures and the basics of their languages, both spoken and written. Topics include history, calligraphy, cultural customs, geography, dance, and cuisine. |
| PERFORMINGARTS | Arts and Music Education | Arts activities both utilizing and teaching various performance art techniques and that which goes into producing a performance, such as: dance, choir, drama, set design, costume design, spoken word, and music. |
| SOCIALEMOTIONAL | Counseling  Social-Emotional Learning | Programs where adults model social and emotional skills and children have opportunities to practice using them in diverse situations in a safe, caring learning environment established organization-wide. SEL is defined according to the [Collaborative for Academic, Social and Emotional Learning](https://protect-us.mimecast.com/s/vm7JCKr2qWI4PzVlCv5ciI?domain=casel.org/) (CASEL) as “the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”  Counseling refers to a therapeutic approach to group activities. |
| SPORTS | Physical Activities | Activities designed to teach youth the fundamentals of a particular sport through basic technique and skills training. Students will study the rules, practices, and technical aspects, including strategies. |
| STEM-STEAM | STEAM  Telecommunications and Technology | STEAM activities must include two or more standards from science, technology, engineering, arts or math. |
| YOUTHLEADERSHIP | Youth Leadership and Voice | Includes a range of opportunities for youth to take leadership roles. Programs can engage young people in community service or service learning projects that enhance the quality of life in their own communities. Youth can be active in the program by serving as tutors and mentors for younger children. Youth can serve on boards of directors, as well as advise on and become partners in curriculum and program development at your site, in addition to program evaluation. |
| WORKFORCE | Community Internships  Entrepreneurial Education  Inspiring Future Career  Mentoring  Workforce Skills | Build foundational skills such as teamwork, communication, and critical thinking skills that will help students in school, the workforce, and in life. Introduce students to new interests, opening their eyes to potential career pathways. Provide opportunities to gain real world work experience and practice skills that will help build their familiarity with and capabilities in the workforce. |