

**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 Trinity Area SD located at 231 Park Ave, Washington, PA 15301, (“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 \$301,358.00. The grant shall be used to defray program costs incurred from March 13, 2020 to September 30, 2024.
2. The Agreement shall become effective on the date it is fully executed by all required parties and shall terminate on September 30, 2024, unless terminated earlier in accordance with the terms hereof.
3. Grantee shall furnish all qualified personnel, facilities, materials and other services and in consultation with the Department, provide the services described in Appendix B.
4. This Agreement is comprised of the following Appendices which are hereby incorporated by reference into this Agreement:

Appendix A – Special Program Terms

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

Appendix C – Payment Terms, Responsibilities and Contact Information

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

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

FOR THE GRANTEE

Signature: Michael Lucas - Electronic Signature Date: 12/6/2021

Title: Superintendent

Signature: _____ Date: _____

Title: _____

FOR THE COMMONWEALTH

For the Secretary of Education: Susan McCrone - Electronic Signature Date: 2/11/2022
 Title: Division Chief

APPROVED AS TO FORM AND LEGALITY

Office of Chief Counsel: Patrick Lord - Electronic Signature Date: 2/15/2022
 Department of Education
 Office of General Counsel: _____ Date: _____
 Office of Attorney General: _____ Date: _____

Form Approval No. 6-FA-52.0

Comptroller: Matthew Eng - Electronic Signature Date: 3/3/2022

Vendor Name: Trinity Area SD
Address: 231 Park Ave, Washington, PA 15301
Fed ID #: 251158133
Vendor #: 0000144130

Grant Title	Funding Source	Project Number	CFDA Number	Allocation Amount	Award Amount
ARP ESSER After School Set Aside	Federal	FA-225-21-0432	TBD	\$43,051.00	\$43,051.00
ARP ESSER Learning Loss Set Aside	Federal	FA-225-21-0432	TBD	\$215,256.00	\$215,256.00
ARP ESSER Summer School Set Aside	Federal	FA-225-21-0432	TBD	\$43,051.00	\$43,051.00
ESSER Fund (ARP ESSER) 7% Set Asides Consolidated	Federal	FA-225-21-0432	TBD	\$0.00	\$301,358.00

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.

The Trinity Area School District is actively examining student performance factors such as

classroom academics, performance on standardized assessments, attendance, participation and behavioral data. The staff did and will continue to analyze students' scores which are ongoing formative, summative and standardized assessments/tests to determine the presence and depth of academic learning gaps, associated with or resulting from the manner in which instruction was delivered due to the pandemic. The data will be compared with data from non-pandemic years. This comparison will provide an accurate depiction of the learning gap for all students. Parents, guardians and students may also request to be included in the after-school program. The special needs students may qualify for after-school program as well. All of the students will be assessed by administration, teachers, counselors, parents/guardians and social workers/licensed therapists to determine if the students need to be included in the after-school program.

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 with Disabilities	Academic Growth	650	Students will be assessed to provide benchmark/baseline academic levels. The students will complete prescriptive academic activities and then they will demonstrate their mastery of academic standards at the conclusion of the after-school activities. Progress monitoring by the case managing teachers will be a major component to determine program effectiveness and positive impact.
Children from Low-Income Families	Academic Growth	1,360	Students will be assessed to provide benchmark/baseline academic levels. The students will complete prescriptive academic activities and then they will demonstrate their mastery of academic standards at the conclusion of the after-school activities. Progress monitoring

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
			by the case managing teachers will be a malor component to determine program effectiveness and positive impact.
English Learners	Academic Growth	25	Students will be assessed to provide benchmark/baseline academic levels. The students will complete prescriptive academic activities and then they will demonstrate their mastery of academic standards at the conclusion of the after-school activities. Progress monitoring by the case managing teachers will be a malor component to determine program effectiveness and positive impact. Additionally, the parents were and will be invited to school to share in the programming and to celebrate the successes.
			Students will be assessed to provide benchmark/baseline academic levels. The students will complete prescriptive academic activities and then they will demonstrate

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
Students Experiencing Homelessness	Academic Growth	28	their mastery of academic standards at the conclusion of the after-school activities. Progress monitoring by the case managing teachers will be a major component to determine program effectiveness and positive impact. Additionally, the parents were and will be contacted periodically by school personnel to check on living conditions and to offer supports in the academic and affective realm.

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

All of the students will participate in a formalized progress monitor. This will be applicable to regular education students as well as special needs students. Student engagement for all students is required. All K-12 students have access to technology as we are 1-to-1 in K-12. The district is providing hotspots and various forms of remote connectivity to all students based on needs. The district is conducting an audit of curriculum K-12. The purchase of a Learning Management System, new curriculum and instructional resources which are aligned with the standards have been purchased as well. This will make certain the students will have equal access to a challenging curriculum and academic experience. The staff has been exposed to effective staff development and additional trainings in the area of curriculum and the usage of state of the art technology. The programs are efficient and effective, as they include benchmark assessments and a clear scope and sequences, and identified learning targets. We are focusing on inclusionary instructional practices as well. The district collects periodic survey information which provides satisfaction, effectiveness and feedback for potential areas of deficiency or improvement. The distribution of grades will be examined and the level of students identified as requiring additional support will be identified as well. The district intends on eliminating all barriers to learning and student achievement. The survey data has been extremely positive in the area of academic success and the opportunities to

learn.

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
30	Internal	Instruct the academic activities for the after-school program.
3	External Provider	Provide mental health support in-person and remotely from licensed therapists.



- a. The LEA assures it understands it is responsible to offer the work to its internal employees prior to engaging outside entities.



- b. The LEA assures it understands it is responsible to ensure that all after-school program staff hold the appropriate certifications for the program that is being delivered.

5. How will the LEA assess the success of the after-school program? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Progress monitoring, individual formative and summative assessments	Once every two weeks	Demonstrate mastery or level of proficiency in regard to academic standards.
IXL	Daily	Demonstrate mastery or level of proficiency in regard to academic standards.
		Demonstrate mastery or level

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Reading Eggs	Daily	of proficiency in regard to academic standards.
Reflex Math	Daily	Demonstrate mastery or level of proficiency in regard to academic standards.
Classroom curricula and resources, K-12	Daily	Demonstrate mastery or level of proficiency in regard to academic standards.

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

All parents/guardians were contacted to offer the after-school program. Special emphasis was placed on traditionally underserved and underperforming students. The ESL families were invited to school to witness and understand the programs in which their children were participating. The plan is to expand bringing the families into the building for the purpose of familiarity with the academic programming and demonstration of student mastery of academic standards. The connectivity with the teacher and program will improve.

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget

\$43,051.00

Allocation

\$43,051.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$25,000.00	Instruct/facilitate the academic program.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$5,000.00	Licensed therapist to work with mental health and trauma related student issues.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$13,051.00	Instruct/facilitate the academic program and to deliver the goals of the IEP
		\$43,051.00	

Section: Budget - Support and Non-Instructional Expenditures

Support and Non-Instructional Expenditures

Budget

\$43,051.00

Allocation

\$43,051.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
		\$	
		\$0.00	

Section: Budget - Budget Summary

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$25,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$25,000.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$18,051.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$18,051.00
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 Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$43,051.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$43,051.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
							Final	\$43,051.00

Section: Narratives - Needs Assessment

Introduction

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

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

Percentage of LEA Allocation - Required Activities

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

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

8% - To address reading remediation and improvement for students

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

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

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

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

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

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

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

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

Indicators of Impact

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

	Method used to Understand Each Type of Impact
Social and Emotional Learning	The referrals through the SAP and trauma teams were and gathered by the school counselors and the social workers. The level of need was assessed and recommendations for support, as well as referrals from Tier 1 to Tier 3, were compiled. Support was made available to in-person students and remote students as well.
Professional Development for Social and Emotional Learning	Teachers will be surveyed to determine their proficiency and areas in need of improvement in regard to social and emotional learning. Teachers will complete will complete a post survey to determine levels of growth and areas still needing to addressed through professional development. Guidance staff will begin to utilize the Columbia SSR self injurious assessment. Associates in Counseling and Wellness will be contracted to provide staff develop in trauma and social/emotional learning.
Reading Remediation and Improvement for Students	MyView and class performance, standardized test results, Successmaker, quarterly assessments, ongoing informative assessments and progress monitoring.
Other Learning Loss	Class performance, standardized test results, Successmaker, quarterly assessments, ongoing informative assessments and progress monitoring. Students will be identified through performanc in their respective classrooms, teacher referrals and parent/guardian referrals. Impact on students' learning loss will be demonstrated through academic performance and assessment data. Benchmark assessment data will be used to determine a beginning reference point, and in essence a determine a prescriptive curriculum for the individual student. Ongoing formative and summative assessments will identify progress toward mastery of academic standards.

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	Social and Emotional Learning	Supports and strategies for impacting students in Tier 1 through Tier 3 behaviors will be facilitated by school personnel and contracted service providers. The SAP, Trauma and Threat Assessment teams will meet bi-weekly at a minimum.
Children from Low-Income Families	Reading Remediation and Improvement	All students in grades kindergarten through two were given a running record to determine individual reading levels and skill application. Students in grades K-2 were identified for targeted Title I services and all students K-5 results were shared with classroom teachers for small group instruction/remediation. All diagnostics and ongoing assessments will be utilized and the data will be analyzed and put into an action plan.
Children from Low-Income Families	Other Areas of Learning Loss	Class performance, standardized test results, Successmaker, quarterly assessments, ongoing informative assessments and progress monitoring. Students will be identified through performance in their respective classrooms, teacher referrals and parent/guardian referrals. Impact on students' learning loss will be demonstrated through academic performance and assessment data.

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		<p>Benchmark assessment data will be used to determine a beginning reference point, and in essence a determine a prescriptive curriculum for the individual student. Ongoing formative and summative assessments will identify progress toward mastery of academic standards.</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
Minimum 30% SEL Requirement	215,256	30%	64,577

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.

The Trinity Area School District will offer school counseling, social work support and mental health services from licensed therapists to all students. The students' issues will be triaged and then directed to various supports in the Mental Health Tier 1, 2 and 3. The services will be provided in-person on-site, in-person off-site, and/or remotely as the situation dictates. Special attention will be granted to students who have experienced some form of trauma in their lives.

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
Licensed Therapist Support	Children with Disabilities	Targeted	650
Trauma Assessment and Support Services	Children from Low-Income Families	Targeted	1,300
Trauma Assessment and Support Services	Students Experiencing Homelessness	Targeted	28
Freedom Writers Diary Activities	Children from Low-Income Families	Targeted	200

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
SAP Data	Quarterly	Issues within the social and emotional arena will improve. Students will be receiving treatment, counseling and coping strategies.
Skyward SIS and SAP Report Data	Quarterly	Student SAP referrals will decrease as the students improve due to strategies employed to address social and emotional learning. Attendance and academics will improve. Students will be connected to staff and programs. Student disciplinary infractions will decline as the student's affect will improve.

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	215,256	10%	21,526

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;	270	Teacher	Associates in Counseling and Wellness	External Contractor	Staff Development activities aimed at trauma and mental health indicators for classroom instructors.

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
g. Working with community agencies to address non-academic needs.	30	Counselor	Centerville Clinics	External Contractor	Staff development for counselors and nurses to identify and support student and familial non-academic needs
d. Mentoring students who have attendance issues before it becomes a pattern;	300	Other	Associates in Counseling and Wellness	External Contractor	The attendance team wat each building
d. Mentoring students who have attendance issues before it becomes a pattern;	30	Counselor	TASD Administration/ Counselors	Internal Staff	Principals and counselors will complete training to identify early evidence of attendance issues. The training will focus on preventative strategies.

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
		Expect teachers to

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Teacher Survey	Yearly	demonstrate an improvement in the classroom environment and increase in the ability to identify students in need of support.
Guidance Staff use of Columbia SSR	Quarterly	Counselors will be able to identify students suffering from trauma or other mental issues. Thus, the counselors will facilitate students in Tier I through Tier III support services.

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	215,256	8%	17,220

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?

Students in grades kindergarten through second were given a running record to determine individual reading levels and skill application. Students were identified for targeted Title I services and all students results' were shared with classroom teachers for small group instruction/remediation. Successmaker and the MyView curriculum resources will be utilized to provide prescriptive instruction in grades K-5. Middle and high school students will be assessed though PSSA and Keystone assessments and areas of need will be identified and addressed.

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 gains were being made in reading instruction, the gaps are larger than in the past for all students, not just the ones who would primarily be considered at-risk. Teachers are finding that the students lack the basic reading skills needed for reading development to occur. The district has purchased systemic, comprehensive curriculum and resources to address the deficiencies. The goal is to have at-risk and all students to attain at least one year of growth in one school year.

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
MyView Staff Development	K-5 Teachers, reading specialists and special education	68
Fountas and Pinnel LLI staff development	Reading Specialists	7
Langauge! Staff development	Special education teachers	14

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
Language!	Children with Disabilities	240	Intensive comprehensive literacy intervention program.
Fountas and Pinnell LLI	Children from Low-Income Families	67	The students receive intensive, small-group instruction, which supplements classroom literacy teaching
Successmaker	Children from Low-Income Families	600	Students will complete a diagnostic assessment and the program will prescriptively direct the instruction and curriculum. The program will deliver tutorials, practice, challenge, and remediation based on individual student need.

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
		Students will show growth and

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Progress Monitoring	monthly	work towards grade level benchmarks.
Running classroom assessments and records	quarterly	Students will show growth and advance at least 3-5 levels depending upon grade and starting level.
Successmaker Diagnostic Reports	quarterly	Students will experience growth toward designated learning targets and progress will be delineated via the learning trajectory.

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	215,256	52%	111,933

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
			Remediation in the area of reading for

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
After School tutoring	Children from Low-Income Families	300	students in grades 3 - 5. Grades 6 through 12 afterschool tutoring.
Purchase of curricular resources in reading	Children with Disabilities	650	Implementation of MyView Curriculum and Successmaker K-5
Purchase of curricular resources in reading	Children from Low-Income Families	1,500	Implementation of MyView Curriculum and Successmaker K-5

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
Successmaker K-5	Quarterly	Students will progress toward academic standard mastery through targeted/precriptive literacy-based interventions.
Ongoing formal and informal assessments in the classroom	Ongoing	Student will experience a great level of success in regard to mastery of academic standards
Performance on standardized assessments	Yearly	The students will demonstrate appropriate growth.

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

\$215,256.00

Allocation

\$215,256.00

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)

64,577

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$64,577.00	Individual therapy from a licensed therapist. Mental health supports as needed.
		\$64,577.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$215,256.00

Allocation

\$215,256.00

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)

21,526

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$16,026.00	Staff development activities for trauma and other health supports.
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$5,500.00	Training on the Columbia SSR and other related diagnostic devices.
		\$21,526.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$215,256.00

Allocation

\$215,256.00

Budget Over(Under) Allocation

\$0.00

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

17,220

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$17,220.00	Staff development for implementation of MyView and Successmaker, reading resources.
		\$17,220.00	

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	215,256	64,577	21,526	17,220	111,933

Learning Loss Expenditures

Budget

\$215,256.00

Allocation

\$215,256.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$111,933.00	myView, Successmaker reading program
		\$111,933.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

\$215,256.00

Allocation

\$215,256.00

Budget Over(Under) Allocation

\$0.00

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$111,933.00	\$0.00	\$111,933.00
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
Programs								
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$64,577.00	\$0.00	\$0.00	\$0.00	\$0.00	\$64,577.00
2200 Staff Support Services	\$0.00	\$0.00	\$38,746.00	\$0.00	\$0.00	\$0.00	\$0.00	\$38,746.00
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$103,323.00	\$0.00	\$0.00	\$111,933.00	\$0.00	\$215,256.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$215,256.00

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.

The Trinity Area School District is actively examining student performance factors such as classroom academics, performance on standardized assessments, attendance, participation and behavioral data. The staff did and will continue to analyze students' scores which are

ongoing formative, summative and standardized assessments/tests to determine the presence and depth of academic learning gaps, associated with or resulting from the manner in which instruction was delivered due to the pandemic. The data will be compared with data from non-pandemic years. This comparison will provide an accurate depiction of the learning gap for all students. Parents, guardians and students may also request to be included in the summer school program. The special needs students may qualify for ESY programs and the summer school program, depending on the level of need, and input from the IEP team. All of the students will be assessed by administration, teachers, counselors, parents/guardians and social workers/licensed therapists to determine if the students need to be included in the summer school program.

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 with Disabilities	Academic Growth	650	Students will be assessed to provide benchmark/baseline academic levels. The students will complete prescriptive academic activities and then they will demonstrate their mastery of academic standards at the conclusion of the summer school activities. Progress monitoring by the case managing teachers will be a major component to determine program effectiveness and positive impact.
Children from Low-Income Families	Academic Growth	1,360	Students will be assessed to provide benchmark/baseline academic levels. The students will complete prescriptive academic activities and then they will demonstrate their mastery of academic standards at the conclusion of the

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
			summer school activities. Progress monitoring by the case managing teachers will be a major component to determine program effectiveness and positive impact.
English Learners	Academic Growth	25	Students will be assessed to provide benchmark/baseline academic levels. The students will complete prescriptive academic activities and then they will demonstrate their mastery of academic standards at the conclusion of the summer school activities. Progress monitoring by the case managing teachers will be a major component to determine program effectiveness and positive impact. Additionally, the parents were and will be invited to school to share in the programming and to celebrate the successes.
			Students will be assessed to provide benchmark/baseline academic levels. The students will complete prescriptive academic

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
Students Experiencing Homelessness	Academic Growth	28	activities and then they will demonstrate their mastery of academic standards at the conclusion of the summer school activities. Progress monitoring by the case managing teachers will be a major component to determine program effectiveness and positive impact. Additionally, the parents were and will be contacted periodically by school personnel to check on living conditions and to offer supports in the academic and affective realm.

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

All of the students will participate in a formalized progress monitor. This will be applicable to regular education students as well as special needs students. Student engagement for all students is required. All K-12 students have access to technology as we are 1-to-1 in K-12. The district is providing hotspots and various forms of remote connectivity to all students based on needs. The district is conducting an audit of curriculum K-12. The purchase of a Learning Management System, new curriculum and instructional resources which are aligned with the standards have been purchased as well. This will make certain the students will have equal access to a challenging curriculum and academic experience. The staff has been exposed to effective staff development and additional trainings in the area of curriculum and the usage of state of the art technology. The programs are efficient and effective, as they include benchmark assessments and a clear scope and sequences, and identified learning targets. We are focusing on inclusionary instructional practices as well. The district collects periodic survey information which provides satisfaction, effectiveness and feedback for potential areas of deficiency or improvement. The distribution of grades will be examined and the level of students identified as requiring additional support will be identified as well. The

district intends on eliminating all barriers to learning and student achievement. The survey data has been extremely positive in the area of academic success and the opportunities to learn.

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
32	Internal Provider	Instruct students in academic subjects
4	Outside Provider	Licensed therapists to work with students in-person and remotely.



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
Progress monitoring and individual summative assessments	2 times during summer school sessions	Demonstrate mastery or level of proficiency in regard to academic standards.
IXL	Daily	Demonstrate mastery or level of proficiency in regard to academic standards.
Reading Eggs	Daily	Demonstrate mastery or level of proficiency in regard to

Tool Used to Evaluate Success	Frequency of Use	Expected Results
		academic standards.
Reflex Math	Daily	Demonstrate mastery or level of proficiency in regard to academic standards.
Math Expressions and Journeys Materials	Daily	Demonstrate mastery or level of proficiency in regard to academic standards.
Edmentum 6-12	Daily	Demonstrate mastery or level of proficiency in regard to academic standards.

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

All parents/guardians were contacted to offer the summer school program. Special emphasis was placed on traditionally underserved and underperforming students. The ESL families were invited to school to witness and understand the programs in which their children were participating. The plan is to expand bringing the families into the building for the purpose of familiarity with the academic programming and demonstration of student mastery of academic standards. The connectivity with the teacher and program will improve.

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget

\$43,051.00

Allocation

\$43,051.00

Budget Over(Under) Allocation

\$0.00

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$25,000.00	Salaries for teachers and administration of the summer school program.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$15,051.00	Salaries for teachers and administration of the summer school program for Chapter 14, 15 and 16 students.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$3,000.00	Licensed therapist services
		\$43,051.00	

Section: Budget - Support and Non-Instructional Expenditures

Support and Non-Instructional Expenditures

Budget

\$43,051.00

Allocation

\$43,051.00

Budget Over(Under) Allocation

\$0.00

Budget Summary

Function	Object	Amount	Description
		\$	
		\$0.00	

Section: Budget - Budget Summary

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$25,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$25,000.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$18,051.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$18,051.00
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 Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$43,051.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$43,051.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
							Final	\$43,051.00

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.