

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.

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 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.

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

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 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.
		Demonstrate mastery or level

Tool Used to Evaluate Success	Frequency of Use	Expected Results
IXL	Daily	of proficiency in regard to academic standards.
Reading Eggs	Daily	Demonstrate mastery or level 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	\$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
Services								
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

	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
	\$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
Final								\$43,051.00