

NEGLECTED AND DELINQUENT INSTITUTIONS ARP ESSER PLAN (edited 8/9/2022)

The Pennsylvania Department of Education (PDE) recognizes the extraordinary efforts made by Local Education Agencies (LEAs), schools, and educators to support students during the COVID-19 pandemic. The application below requests information from Neglected and Delinquent Institutions (N&Ds) about: (1) Needs and impacts resulting from the pandemic, (2) Stakeholder engagement in the development of local plans to respond to these needs and impacts, (3) Specific elements in the LEA Plan for the Use of ARP ESSER Funds; and (4) Plans for monitoring and measuring progress. As submitted and accepted by PDE in final form, this application shall become part of the Grant Agreement for ARP ESSER funds as Appendix B.

ARP ESSER includes a significant focus on vulnerable student populations. Given these requirements, as well as PDE's own equity commitments, the N&D application includes specific fields requesting information on programs to serve student groups that have experienced disproportionate impacts from the pandemic. Student groups are inclusive of the following:

- Students from low-income families;
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity);
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender);
- English learners;
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA]);
- Students experiencing homelessness;
- Children and youth in foster care;
- Migrant students; and
- Other groups disproportionately impacted by the pandemic that have been identified by the N&D (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, and LGBTQ+ students).

Stakeholder Engagement

Describe how the N&D Institutions, in planning for the use of ARP ESSER funds, has engaged or will engage in meaningful consultation with applicable stakeholders. **(3,000 characters max)**

(Stakeholders include any relevant group to the N&D Institutions, such as students; families; school and district administrators (including special education administrators); teachers; principals; school leaders; other educators; school staff; and unions. In addition, to the extent that the following groups are present in or served by the N&D Institutions, stakeholders also include community partners, civil rights organizations (including disability rights organizations); stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migrant students, children who are incarcerated, and other underserved students; and tribes.)

N&D Institution Name**Stakeholder Engagement**

CHOR Youth and Family Services Inc	CHOR will conduct surveys of educational staff and students in regard to the following items: curriculum additions/ changes, possible extracurricular activity opportunities and other improvements that can be made to the Education Services provided.
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Use of Stakeholder Input

Describe how the N&D Institutions have and will take stakeholder and public input into account in the development of the N&D Plan for the Use of ARP ESSER Funds. **(3,000 characters max)**

N&D Institution Name**Use of Stakeholder Input**

CHOR Youth and Family Services Inc	CHOR administrators, and Education Staff will meet to discuss the results of the surveys to devise and implement a plan that takes into account the issues raised from the feedback received.
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NEGLECTED AND DELINQUENT INSTITUTIONS IMPACT OF NEEDS AND PLAN FOR FUNDS

Section I: Assessing Impacts and Needs

In this first section, N&Ds are asked to describe the impact of the pandemic on their students, examine disproportionate impacts on specific student groups, and highlight the N&D'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 N&D 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) Academic impact of lost instructional time, (2) Chronic absenteeism, (3) Student engagement, and (4) Social-emotional well-being?

Academic Impact of Lost Instructional Time	CHOR was only completely shut down for 2 weeks in March of 2020, therefore, there was minimal instructional time lost due to the pandemic. The two weeks that the institution was shut down were made up at the end of the school year and through Easter Break as the institution shifted to a remote learning model.
Chronic Absenteeism	All students at CHOR are placed on campus and attend classes daily as part of their treatment. There are no issues with absences.
Student Engagement	Remote learning had a definite impact on student engagement and success. Anecdotal data shows a significant drop-off with our students with not attending classes in-person. The institution plans to use focus groups among students to understand the impacts of the COVID-19 Pandemic as it relates to Student Engagement.

Social Emotional Well-being

Going remote had an impact on student well-being and emotional wellness. Anecdotal data suggested that the negative student behaviors increased while the students were remote, work-rate/productivity was affected and dropped off significantly. When the students were in person a drastic u-turn in productivity was observed. The same patterns were observed during the multiple times the institution was forced to go remote due to repeated outbreaks of COVID-19. The institution plans to use focus groups and surveys among students to understand the impacts of the COVID-19 Pandemic as it relates to Social Emotional Well-being.

Documenting Disproportionate Impacts

2. Identify the **student** groups in the N&D that faced particularly significant impacts from the pandemic. For each, provide specific strategies that were used or will be used to identify and measure impacts.

Student Group

Strategies Used

Other groups disproportionately impacted by the pandemic that have been identified by the LEA	All students are placed at the home for mental health treatment.
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3. Provide the N&D's assessment of the top strategy that has been most effective in supporting the needs of students, in particular specific student groups most impacted by the COVID-19 pandemic. Strategies two and three below are optional.

Strategy #1

Strategy Description

Implemented Student Choice in certain aspects of the curriculum through electives and clubs.

i. **Impacts that Strategy #1 best addresses:**(select all that apply)

Student engagement

Social-emotional well-being

i. **If Other is selected above, please provide the description here:**

iii. **Student group(s) that Strategy #1 most effectively supports:**(select all that apply)

Other student groups: (provide description below)

iv. **If Other is selected above, please provide the description here.**

All students placed at the N&D institution are there for various mental health treatment needs.

Strategy #2

Strategy Description

Implemented 1:1 Chromebook access to ensure Continuity of Education as well as enhance instruction.

i. **Impacts that Strategy #2 best addresses:**(select all that apply)

Student engagement

Social-emotional well-being

i. **If Other is selected above, please provide the description here:**

iii. **Student group(s) that Strategy #2 most effectively supports:(select all that apply)**

Other student groups: (provide description below)

iv. **If Other is selected above, please provide the description here.**

All students placed at the N&D institution are there for various mental health treatment needs.

Strategy #3

Strategy Description

Implemented Sensory Room for Students

i. **Impacts that Strategy #3 best addresses:(select all that apply)**

Student engagement

Social-emotional well-being

i. **If Other is selected above, please provide the description here:**

iii. **Student group(s) that Strategy #3 most effectively supports:(select all that apply)**

Other student groups: (provide description below)

iv. **If Other is selected above, please provide the description here.**

All students placed at the N&D institution are there for various mental health treatment needs.

Capacity for Data Collection and Reporting

N&D Institutions must continuously monitor progress and adjust strategies as needed. Describe the N&D Institution's capacity and strategy to collect and analyze data (disaggregated by student group, where applicable), for each of the following measures:

Student learning, including academic impact of lost instructional time during the COVID-19 pandemic	Use of various computer-adaptive assessments, anecdotal data collected for IEP's, tracking sheets, rubrics, discussions, and student work.
Opportunity to learn measures	Assess current curriculum by conducting surveys and matching it to the current PA standards. Assess new curriculum opportunities based on a rubric.
Jobs created and retained (by number of FTEs and position type)	No new positions are planned at this time. Additional hours may be made available to conduct after-school/weekend programming to remediate and enrich the curriculum.
Participation in program funded by ARP ESSER resources (e.g., summer and afterschool programs)	Participation will be monitored through the use of sign-in sheets and student work.

Plan for ARP ESSER Funds

How will the N&D Institutions spend its ARP ESSER funds as outlined in the fields below?

1. Continuity of Services: How will the N&D Institutions use ARP ESSER funds to sustain services to address students' academic needs; students' and staff social, emotional, and mental health needs; and student nutrition and food services?
2. Access to Instruction: How will the N&D Institutions use ARP ESSER funds to support the goals of increasing opportunity to learn and equity in instructional delivery? Consider regular attendance/chronic absenteeism data from the 2020-21 school year, including data disaggregated by student groups, in developing the response.
3. Mitigation Strategies: How will the N&D Institutions use ARP ESSER funds to support prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities and transportation services to effectively maintain the health and safety of students, educators, and other staff? Consider the N&D Institution's Health and Safety Plan in developing the response.
4. Facilities Improvements: How will the N&D Institutions use ARP ESSER funds to repair and improve school facilities to reduce risk of virus transmission, address environmental health hazards, and/or improve ventilation? Consider the N&D's Health and Safety Plan in developing the response.
5. Staff Recruitment, Support, and Retention: How will the N&D Institution use ARP-ESSER funds to maintain staff and provide professional training and/or improve working conditions for staff?
6. Other; i.e. summer school, extended day

Continuity of Services	Exploring various curricular materials/programs, looking into creating outdoor learning spaces, planning a MakerSpace for use as an Elective and after-school/weekend activity, furniture upgrades for student safety and for ease in cleaning and sanitizing to mitigate COVID-19, and air purification systems for each classroom
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BUDGET OVERVIEW**Budget**

\$133,263.00

Allocation

\$133,263.00

Budget Over(Under) Allocation

\$0.00

FUNCTION	OBJECT	AMOUNT	DESCRIPTION
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$22,164.00	Extra Wages for Staff to conduct Weekend and Evening Academy After school programs
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$1,836.00	Benefits for Staff to conduct Weekend and Evening Academy After school programs
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$50,000.00	New Curriculum and/or curriculum supplies
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$4,263.00	Teaching Supplies
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$6,000.00	Outdoor Learning Supplies
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$15,000.00	Makerspace
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$4,000.00	Air Purifiers for classrooms to mitigate COVID-19
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	\$10,000.00	Field Trips and other Extra-curricular learning experiences
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$20,000.00	Student Furniture that is safer and easier to clean to mitigate COVID-19
		\$133,263.00	

