

Grant	ARP ESSER	Total	\$445,894.00	
Title:	N&D 2.5%	Allocation:		
	Set Aside	Award	\$445,894.00	Workflow Receipt
Agency:	Penncrest SD	Amount:		Step: /
Project	FA-224-21-	Awarded		Verification
No:	0327	Date:		Status: Completed
Type:	Original	Awarded		
	Application	Status:		

Actions...

NEGLECTED AND DELINQUENT INSTITUTIONS ARP ESSER APPLICATION

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).

Please enter the N&D Institution building information in the table below for each institution included in this application.

Building Name
Bethesda Childrens Home
Bethesda Childrens Home Morris Road Group Home
Bethesda Childrens Home Walnut Corners Group Home
Hermitage House Youth Services
Hermitage House Youth Services 2

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**Engaging Stakeholders in Plan Development**

In this section, N&Ds are asked to provide information on how stakeholders will be engaged in planning for the use of ARP ESSER funds, how stakeholder input will be utilized, and how the N&D will make its N&D Plan for the Use of ARP ESSER Funds transparent to the public—all critical components in developing, implementing, and adjusting plans based on the differential impacts of the COVID-19 pandemic.

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
Bethesda Childrens Home	School administration, Bethesda teachers and administration, students, and IU5 teachers were consulted individually and in small groups to gather data on how they feel the pandemic has effected their students and how best any possible funds could be used to serve them.
	School administration, Bethesda teachers and administration, students, and IU5 teachers were consulted individually and in small groups to gather data on how they feel the pandemic has effected their students and how best any possible funds could be used to serve them.
Bethesda Childrens Home Walnut Corners Group Home	School administration, Bethesda teachers and administration, students, and IU5 teachers were consulted individually and in small groups to gather data on how they feel the pandemic has effected their students and how best any possible funds could be used to serve them.

Hermitage House Youth Services

Hermitage House Youth Services has been in contact with all stakeholder groups for the duration of the covid-19 pandemic. These groups include agency residents, agency staff, mental health professionals, Penncrest school district (host district), IU5, resident home districts, placing agencies, agency board of directors, and recently, Perseus House, Inc., which is in negotiations to acquire Hermitage House in Q1 2022. Through these interactions and a review of systems, staff, and facilities currently in use at the agency, Hermitage House has identified several key areas of need to maintain routines and limit loss of learning opportunities as we continue to deal with the covid-19 pandemic. The main focus of spending will be: technological needs, including hardware, software and staffing, classroom HVAC upgrades to provide appropriate airflow and a safe environment through the use of filtration, the establishment of an art classroom on the main campus location to host the current art program hosted offsite, and a staff retention stipend.

Hermitage House Youth Services 2

Hermitage House Youth Services has been in contact with all stakeholder groups for the duration of the covid-19 pandemic. These groups include agency residents, agency staff, mental health professionals, Penncrest school district (host district), IU5, resident home districts, placing agencies, agency board of directors, and recently, Perseus House, Inc., which is in negotiations to acquire Hermitage House in Q1 2022. Through these interactions and a review of systems, staff, and facilities currently in use at the agency, Hermitage House has identified several key areas of need to maintain routines and limit loss of learning opportunities as we continue to deal with the covid-19 pandemic. The main focus of spending will be: technological needs, including hardware, software and staffing, classroom HVAC upgrades to provide appropriate airflow and a safe environment through the use of filtration, the establishment of an art classroom on the main campus location to host the current art program hosted offsite, and a staff retention stipend.

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
	Stakeholders feel that the best possible use of ESSER Funds would be to invest in a school counselor to assist with the mental health impact of the pandemic on residential students at Bethesda. *They also felt that the ESSER Funds could best be utilized by investing in technology that could be used for both academic and therapeutic advancement.

Bethesda Childrens Home Morris Road Group Home

Stakeholders feel that the best possible use of ESSER Funds would be to invest in a school counselor to assist with the mental health impact of the pandemic on residential students at Bethesda. *They also felt that the ESSER Funds could best be utilized by investing in technology that could be used for both academic and therapeutic advancement.

Bethesda Childrens Home Walnut Corners Group Home

Stakeholders feel that the best possible use of ESSER Funds would be to invest in a school counselor to assist with the mental health impact of the pandemic on residential students at Bethesda. *They also felt that the ESSER Funds could best be utilized by investing in technology that could be used for both academic and therapeutic advancement.

Hermitage House Youth Services

Hermitage House staff has been in contact with all stakeholder groups, particularly those focused on the delivery of educational instruction in the on-grounds classrooms that are part of Penncrest SD and operated by IU5. Throughout the duration of the pandemic, significant areas of deficiency have been identified by all stakeholder groups and the use of these funds will be directed at correcting these issues as we continue to address student needs during the pandemic. These deficiencies are the result of a very small, and rapidly changing agency, and are agreed upon by most or all stakeholders. As discussed in #3, most areas of focus are not replacements, renovations or upgrades, but rather the initial establishment of assets to help address continuity of learning during the pandemic.

Hermitage House Youth Services 2

Hermitage House staff has been in contact with all stakeholder groups, particularly those focused on the delivery of educational instruction in the on-grounds classrooms that are part of Penncrest SD and operated by IU5. Throughout the duration of the pandemic, significant areas of deficiency have been identified by all stakeholder groups and the use of these funds will be directed at correcting these issues as we continue to address student needs during the pandemic. These deficiencies are the result of a very small, and rapidly changing agency, and are agreed upon by most or all stakeholders. As discussed in #3, most areas of focus are not replacements, renovations or upgrades, but rather the initial establishment of assets to help address continuity of learning during the pandemic.

Public Access to N&D Institutions Plan for the Use of ARP ESSER Funds

Describe the process for development, approval, and making public the N&D Institutions Plan for the Use of ARP ESSER Funds. The N&D Plan for the Use of ARP ESSER Funds must be made publicly available on the N&D Institutions website and submitted to PDE within 90 days of N&D Institutions receipt of ARP ESSER funding, must be written in a language that parents/caregivers can understand, and must be provided in alternate format upon request by a parent/caregiver who is an individual with a disability. **(3,000 characters max)**

N&D Institution Name	Public Access to N&D Institutions Plan for the Funds

Bethesda Childrens Home

After consultation with several different of our stakeholder groups, Bethesda Lutheran Service's N & D plan for the use of ARP ESSER funding is to employ a school counselor to assist with the mental health impact of the pandemic on students at our campus. Students have experienced anxiety over possible symptoms/exposures for themselves and for family members. If exposed, students would have to be quarantined with the same group of peers twenty-four hours a day, seven days a week until test results were obtained. Students were unable to visit with family members, caseworkers, or go on routine medical appointments. We also had students who were unable to grieve with their families over the loss of a loved one, resulting in acting-out behaviors and an increase in AWOL attempts. Students displayed increased levels of anxiety and depression, as well as a decrease in motivation. Some students experienced higher levels of hyperactivity due to social restrictions such as being confined to their classroom seat for extended periods of time. Students also expressed concern over the learning gaps they were experiencing prior to returning to their home schools, due to the lack of in-person instruction. Provision of a school counselor will help support the increased individual mental health needs of our students and ensure their continued academic success. Due to the continuation of the pandemic, we anticipate this to be an ongoing need to support our student's growth and mental well being.

Bethesda Childrens Home Morris Road Group
Home

After consultation with several different of our stakeholder groups, Bethesda Lutheran Service's N & D plan for the use of ARP ESSER funding is to employ a school counselor to assist with the mental health impact of the pandemic on students at our campus. Students have experienced anxiety over possible symptoms/exposures for themselves and for family members. If exposed, students would have to be quarantined with the same group of peers twenty-four hours a day, seven days a week until test results were obtained. Students were unable to visit with family members, caseworkers, or go on routine medical appointments. We also had students who were unable to grieve with their families over the loss of a loved one, resulting in acting-out behaviors and an increase in AWOL attempts. Students displayed increased levels of anxiety and depression, as well as a decrease in motivation. Some students experienced higher levels of hyperactivity due to social restrictions such as being confined to their classroom seat for extended periods of time. Students also expressed concern over the learning gaps they were experiencing prior to returning to their home schools, due to the lack of in-person instruction. Provision of a school counselor will help support the increased individual mental health needs of our students and ensure their continued academic success. Due to the continuation of the pandemic, we anticipate this to be an ongoing need to support our student's growth and mental well being.

Bethesda Childrens Home Walnut Corners
Group Home

After consultation with several different of our stakeholder groups, Bethesda Lutheran Service's N & D plan for the use of ARP ESSER funding is to employ a school counselor to assist with the mental health impact of the pandemic on students at our campus. Students have experienced anxiety over possible symptoms/exposures for themselves and for family members. If exposed, students would have to be quarantined with the same group of peers twenty-four hours a day, seven days a week until test results were obtained. Students were unable to visit with family members, caseworkers, or go on routine medical appointments. We also had students who were unable to grieve with their families over the loss of a loved one, resulting in acting-out behaviors and an increase in AWOL attempts. Students displayed increased levels of anxiety and depression, as well as a decrease in motivation. Some students experienced higher levels of hyperactivity due to social restrictions such as being confined to their classroom seat for extended periods of time. Students also expressed concern over the learning gaps they were experiencing prior to returning to their home schools, due to the lack of in-person instruction. Provision of a school counselor will help support the increased individual mental health needs of our students and ensure their continued academic success. Due to the continuation of the pandemic, we anticipate this to be an ongoing need to support our student's growth and mental well being.

Hermitage House Youth Services

Staff of Hermitage House Youth Services has assessed the needs of students and prioritized items that will provide the most impact to students. Most of the funding areas are the initial establishment of an asset. For example, Hermitage House currently does not provide IT support to its students – that task is handled by IU staff for residents in the on-grounds classrooms or public school staff for residents who attend public school. Additionally, classroom HVAC systems currently consist of forced air heat with basic filtration (only provided when heat is running) and window unit air conditioning with no filtration. Upgrades would include central, ducted air conditioning and separate air circulation and filtration systems in operation whenever required. Leadership of the agency has approved the plan framework and, once finalized, it will be submitted to PA PDE and posted on the agency website for public review.

Hermitage House Youth Services 2

Staff of Hermitage House Youth Services has assessed the needs of students and prioritized items that will provide the most impact to students. Most of the funding areas are the initial establishment of an asset. For example, Hermitage House currently does not provide IT support to its students – that task is handled by IU staff for residents in the on-grounds classrooms or public school staff for residents who attend public school. Additionally, classroom HVAC systems currently consist of forced air heat with basic filtration (only provided when heat is running) and window unit air conditioning with no filtration. Upgrades would include central, ducted air conditioning and separate air circulation and filtration systems in operation whenever required. Leadership of the agency has approved the plan framework and, once finalized, it will be submitted to PA PDE and posted on the agency website for public review.

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**ARP ESSER PRIOR APPROVAL**

N&D Institutions that wish to expend ESSER funds on facilities initiatives may be permitted to:

- make facility upgrades to comply with American Disabilities Act requirements
- upgrade HVAC systems
- remediate mold, lead, and other sources of poor indoor air quality
- install mechanical ventilation and/or advanced filtration systems
- replace windows to allow for improved intake of fresh air
- replace plumbing to ensure safe drinking water—among other upgrades that improve the health and safety of school buildings.

All **capital expenditures** supported with federal funds must be pre-approved by PDE. Capital expenditures means expenditures to acquire capital assets (i.e., land, facilities, or equipment over \$5,000 per unit) or expenditures to make additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations, or alterations to capital assets that materially increase their value or useful life.

Construction means (A) the preparation of drawings and specifications for school facilities; (B) erecting, building, acquiring, altering, remodeling, repairing, or extending school facilities; (C) inspecting and supervising the construction of school facilities; and (D) debt service for such activities (ESEA section 7013(3), 20 U.S.C. § 7713(3)).

Directions: School Entities seeking prior approval for Construction/Renovation or Other Capital Expenditures must:

Complete the form for each contractor/project that will be supported with ARP ESSER funds. If using multiple vendors for one project, i.e., classroom expansion, enter total cost per vendor to equal the total budgeted cost of the "classroom expansion" project.

Completed forms must be uploaded to this section. Prior to uploading forms, they must be signed off by your School Entity's Superintendent/CEO/Executive Director.

* Will you be using a portion of your ARP ESSER funds for Construction and/or Other Capital Expenditures? If no please select 'No' and mark section complete.

Yes

In the table below, please provide the name and type (construction vs. other capital expenditure) of the proposed project and a brief description for each N&D Institution. Please enter each contractor/project on a separate line in the table.

N&D Institution Name	Type of Project	Name of Proposed Project	Brief Description of Proposed Project
Hermitage House Youth Services	Construction	updated HVAC replacemet of lighting	replacing windows and exterior doors to improve air quality. Bathroom remodels to improve access to handwashing stations and plumbing to support.

✓ **CHECK HERE - to assure that you have successfully uploaded your Prior Approval Form(s) if applicable.**

File Name	Uploaded By	Uploaded Date	Download	Delete
Hermitage House Prior Approval final.pdf	Fiely, Patti	2/4/2022 11:51:50 AM		

Author	Message	Type	Date
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**N&D INSTITUTION HEALTH AND SAFETY PLAN AND URL**

Please upload your N&D's Health and Safety Plan below, and check the assurance indicating that you have completed your upload. Please name the file using your N&D name followed by Health and Safety Plan. example: "***N&D Name-Health and Safety Plan***" Please upload one plan for each N&D Institution included in this application.

N&D Institutions are required to add the URL where the approved plan will be posted to the Institution's public website. Please add the URLs below.

N&D Institution Name	URL
Bethesda Childrens Home	https://www.bethesda1919.org/healthandsafety
Bethesda Childrens Home Morris Road Group Home	https://www.bethesda1919.org/healthandsafety
Bethesda Childrens Home Walnut Corners Group Home	https://www.bethesda1919.org/healthandsafety
	https://www.hermitagehouse.org/education
Hermitage House Youth Services 2	https://www.hermitagehouse.org/education

*

CHECK HERE - to assure that you have successfully uploaded your N&D Health and Safety Plan(s).

File Name	Uploaded By	Uploaded Date	Download	Delete
Bethesda Childrens Home Health & Safety Plan.docx	Fiely, Patti	8/30/2021 6:45:49 AM		
Bethesda Childrens Home Morris Road Group Home Health & Safety Plan.docx	Fiely, Patti	8/30/2021 6:46:05 AM		
Bethesda Childrens Home Walnut Corners Group Home Health & Safety Plan.docx	Fiely, Patti	8/30/2021 6:46:15 AM		
Bethesda Childrens Home Health & Safety Plan URL.docx	Bradick, Kayli	8/30/2021 9:00:41 AM		
Bethesda Childrens Home Morris Road	Bradick,	8/30/2021		

Group Home Health & Safety Plan URL.docx	Kayli	9:00:48 AM		
Bethesda Childrens Home Walnut Corners Group Home Health & Safety Plan URL.docx	Bradick, Kayli	8/30/2021 9:00:56 AM		
Hermitage House 1 Health and Safety Plan 1.pdf	Fiely, Patti	8/30/2021 2:32:34 PM		
Hermitage House 2 Health and Safety Plan 2.pdf	Fiely, Patti	8/30/2021 2:32:51 PM		
Hermitage House 1 Health and Safety Plan URL.docx	Bradick, Kayli	8/30/2021 3:08:09 PM		

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BUDGET OVERVIEW**Budget**

\$445,894.00

Allocation

\$445,894.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

N&D Institution Name	Function	Object	Amount	Description
Bethesda Childrens Home	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY		\$19,445.00	Online curriculum and supplemental materials
Bethesda Childrens Home Morris Road Group Home	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$695.00	Online curriculum and supplemental materials
Bethesda Childrens Home Walnut Corners Group Home	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$4,862.00	Online curriculum and supplemental materials
Hermitage House Youth Services	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$2,646.17	seating, tables, bookshelves for library, art supplies
Hermitage House Youth Services 2	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$1,000.00	seating, tables, bookshelves for library, art supplies
			\$28,648.17	

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BUDGET OVERVIEW**Budget**

\$445,894.00

Allocation

\$445,894.00

Budget Over(Under) Allocation

\$0.00

SUPPORT AND NON-INSTRUCTION EXPENDITURES

N&D Institution Name	Function	Object	Amount	Description
Bethesda Childrens Home	2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$96,191.00	partial salary for school counselor
Bethesda Childrens Home	2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$47,592.00	partial benefits for school counselor
Bethesda Childrens Home Morris Road Group Home	2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$3,540.00	partial salary for school counselor
Bethesda Childrens Home Morris Road Group Home	2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$1,700.00	partial benefits for school counselor
Bethesda Childrens Home Walnut Corners Group Home	2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$24,912.00	partial salary for school counselor
Bethesda Childrens Home Walnut Corners Group Home	2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$11,500.00	partial benefits for school counselor
Bethesda Childrens Home	2200 - Staff Support Services	600 - Supplies	\$15,556.00	technology/com puter equipment
Bethesda Childrens Home Morris Road Group Home	2200 - Staff Support Services	600 - Supplies	\$556.00	technology/com puter equipment

Bethesda Childrens Home Walnut Corners Group Home	2200 - Staff Support Services	600 - Supplies	\$3,889.00	technology/com puter equipment
Bethesda Childrens Home	2200 - Staff Support Services	100 - Salaries	\$5,769.00	IT support Salaries
Bethesda Childrens Home Morris Road Group Home	2200 - Staff Support Services	100 - Salaries	\$202.00	IT Support Salaries
Bethesda Childrens Home Walnut Corners Group Home	2200 - Staff Support Services	100 - Salaries	\$1,417.00	IT Support Salaries
Bethesda Childrens Home	2200 - Staff Support Services	200 - Benefits	\$2,844.00	IT Support benefits
Bethesda Childrens Home Morris Road Group Home	2200 - Staff Support Services	200 - Benefits	\$102.00	IT Support benefits
Bethesda Childrens Home Walnut Corners Group Home	2200 - Staff Support Services	200 - Benefits	\$709.00	IT Support benefits
Hermitage House Youth Services	2600 - Operation and Maintenance	600 - Supplies	\$7,942.88	On grounds security and access hubs, phones, cameras,
Hermitage House Youth Services 2	2600 - Operation and Maintenance	600 - Supplies	\$2,000.00	On grounds security and access hubs, phones, cameras,

Hermitage House Youth Services	4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES		\$25,000.00	repair and replace windows, doors and sinks to increase air quality and access to hand washing stations. upgrade classroom bathrooms to decrease virus transmission
Hermitage House Youth Services 2	4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	500 - Other Purchased Services	\$5,000.00	repair and replace windows, doors and sinks to increase air quality and access to hand washing stations. upgrade classroom bathrooms to decrease virus transmission
Hermitage House Youth Services	2200 - Staff Support Services	100 - Salaries	\$29,200.00	Salary for IT support personnel
Hermitage House Youth Services 2	2200 - Staff Support Services	100 - Salaries	\$8,000.00	Salary for IT support personnel
Hermitage House Youth Services	2200 - Staff Support Services	200 - Benefits	\$15,000.00	benefits for IT personnel

Hermitage House Youth Services 2	2200 - Staff Support Services	200 - Benefits	\$4,500.00	benefits for IT personnel
Hermitage House Youth Services	2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$44,000.00	technology equipment, software, managed back up service.
Hermitage House Youth Services 2	2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$10,000.00	technology equipment, software, managed back up service.
Hermitage House Youth Services	4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	300 - Purchased Professional and Technical Services	\$15,000.00	HVAC installation to improve air quality in classrooms and gym
	4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	300 - Purchased Professional and Technical Services	\$11,000.00	HVAC installation to improve air quality in classrooms and gym
Hermitage House Youth Services	2000 - SUPPORT SERVICES	100 - Salaries	\$17,323.95	retention bonus for staff
Hermitage House Youth Services 2	2200 - Staff Support Services	100 - Salaries	\$6,800.00	retention bonus for staff
			\$417,245.83	

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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	T
1000 Instruction	\$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	\$28,648.17	\$0.00	
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$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	
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	\$17,323.95	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$124,643.00	\$60,792.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support Services	\$51,388.00	\$23,155.00	\$54,000.00	\$0.00	\$0.00	\$20,001.00	\$0.00	\$0.00
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	\$9,942.88	\$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	\$26,000.00	\$0.00	\$30,000.00	\$0.00	\$0.00	\$0.00
	\$193,354.95	\$83,947.00	\$80,000.00	\$0.00	\$30,000.00	\$58,592.05	\$0.00	\$0.00
				Approved Indirect Cost/Operational Rate: 0.0000				
				Final				\$

				↑
Author	Message	Type	Date	

Grant Title:	ARP ESSER After School Set Aside	Total Allocation:	\$70,381.00	Workflow Step:	Receipt /
Agency:	Penncrest SD	Award Amount:	\$70,381.00		Verification
Project No:	FA-225-21- 0327	Awarded Date:		Status:	Completed
Type:	Original Application	Awarded Status:			

Actions...

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.

PENNCREST analyzed local assessment data to determine which students to include in after-school programming. We used our STAR assessments in Reading and Math, Mental Health screening data, current grades, and available PSSA data in making the determination. We included students who displayed a deficit greater than 6 months or who were currently failing 2 or more core subject areas.

Author	Message	Type	Date
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Grant Title:

ARP ESSER After School Set Aside

Agency:

Penncrest SD

Project No:

FA-225-21-0327

Type:

Original Application

Total Allocation:

\$70,381.00

Award Amount:

\$70,381.00

Awarded Date:**Awarded Status:****Workflow Step:**

Receipt / Verification

Status:

Completed

[Actions...](#)



* **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	Provide specific strategies that were used or will be used
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		Served	to identify and measure impacts
Children from Low-Income Families	Academic Growth	120	STAR assessment data will be used for baseline and to measure success of the intervention.
Children with Disabilities	Academic Growth	120	STAR assessment data will be used for baseline and to measure success of the intervention.

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

PENNCREST will use READ 180, MATH 180, LEXIA, Leveled Literacy Intervention (LLI) and direct teaching models to support student growth during after school programs.

- * 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
20	Internal	Teachers

*

- 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
STAR	2x	Star data should increase from the baseline to the end of the intervention period.

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

PENNCREST will offer face to face intervention in a school building close to the school students attend. Families will receive bi-weekly updates during the summer school programs and transportation will be provided.

Author

Message

Type

Date

Actions...

[illegible]

2200 Staff Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$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	\$0.00
2500 Business Support Services	\$0.00	\$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	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$11,881.00	\$0.00	\$0.00	\$0.00	\$11,881.00
2800 Central Support Services	\$0.00	\$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	\$0.00
3100 Food Services	\$0.00	\$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	\$0.00
3300 Community Services	\$0.00	\$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
	\$45,000.00	\$13,500.00	\$0.00	\$0.00	\$11,881.00	\$0.00	\$0.00	\$0.00	\$70,381.00
					Approved Indirect Cost/Operational Rate: 0.0000				\$0.00
					Final				\$70,381.00

Author	Message	Type	Date
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