Section: Narratives - Assessing Impacts and Needs

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
Lackawanna County Prison

Section: Narratives - Engaging Stakeholders in Plan Development

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
Lackawanna County Prison	A survey was sent to N & D stakeholders to assess needs and priortize expenditures. The survey was given to prison students in paper format and via Google forms to parents/guardians of incarcerated students, prison teachers, district administrators, local nonprofit organizations who work with the prison students, and the Prison Board members.

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
	Incarcerated students were disproportionately impacted by the pandemic and the prison students have missed in-person and small group instruction during the 2019-2020 and 2020-2021 school years. These students were unable to participate in remote instruction when offered during school building

N&D Institution Name	Use of Stakeholder Input
Lackawanna County Prison	closures due to internet limitations. Students need continued access to one-on-one core subject instruction and support. The number one response on the stakeholder survey (77.8%) asked the LEA to address learning loss through supplemental after school interventions to enhance literacy and/or math skills. Providing re-entry programming to assist with handling school, workforce, and housing after leaving prison was the second most important priority on the survey (66.7%). The district has an MOU with a nonprofit organization to provide re-entry programming. 33.3% of stakeholders requested providing supplemental music or art therapy programs and the district will attempt to set up this programming once the prison is open to group sessions.

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
Lackawanna County Prison	The Scranton School District 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, will be written in a language that parents/caregivers can understand, and will be provided in alternate format upon request by a parent/caregiver who is an individual with a disability.

Section: Narratives - ARP ESSER Prior Approval

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.

No

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

☐

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

Section: Narratives - Health and Safety Plan Upload and URL

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
	https://www.scrsd.org/apps/pages/index.jsp?uREC_ID=1689370&type=d&pREC_ID=1846673

☑

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

Neglected Institutions

Agency: Scranton SD

Neglected Institution: Lackawanna County Prison

Allocation Amount: $33,539.00

Section: Neglecteds and Delinquents - N&D Institutions

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 <u>since March 2020</u>.

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?

	Methods Used to Understand Each Type of Impact
Academic Impact of Lost Instructional Time	Challenges were identified through two parent/family surveys initially in the summer of 2019 and a second survey conducted in January 2021. Both surveys were created by central administration and disseminated in both English and Spanish The collated results demonstrated a strong need for technology and internet access for students. In response, ESSER I funds were largely used to purchase new technology for students. A second major challenge surrounded the development of a vaccine. In the first survey, over 33% replied that their child returning to brick and mortar schools was dependent on the development of a vaccine. To date, the 2020-2021 school year has been a completely virtual instruction model and ESSER I funds were used to purchase a virtual curriculum. The recent parent survey conducted in January 2021 shows that a significant number of families remain concerned about face-to-face instruction. Results showed that 60.9% of parents would send their children to school in a hybrid model, while 39.1% preferred to remain virtual.The SSD anticipates returning to in person instruction in September 2021, In the hybrid model, students will still have to complete work at home on assigned days with parent assistance. Funds may be needed to purchase materials that assist parents as

	Methods Used to Understand Each Type of Impact
	they work to increase their child's academic achievement. In addition, the SSD is researching with a committee of SSD educators to determine if an online software may be utilized to provide consistency in the curriculum to rectify the challenge of teaching students both at home and in the classroom.
Chronic Absenteeism	All inmates who are age-appropriate and wish to continue their high school education, are enrolled as students in the Scranton School District.
Student Engagement	Two Scranton School District teachers instruct students at the Lackawanna County Prison using supplemental supplies and student resources. Additional after school programming can be offered during the school year or summer months. Educational materials include: art supplies, DVD's, books, newspapers and supplies. If funding allows the program may include presenters from the community who provide music or art sessions, or programming offered through the Scranton Public Library.
Social-emotional Well-being	Provide activities to facilitate the transition of such youth from the correctional or institutional program to further education or employment between the facility and the local education agency or alternative education program and locally operated programs.
Other Indicators	

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	**Provide specific strategies that were used or will be used to identify and measure impacts**
Students from low-income families	Upon entry into the program, students are assessed through AIMSWEB and progress monitoring continues throughout enrollment. Student data is used to differentiate lessons.
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	Upon entry into the program, students are assessed through AIMSWEB and progress monitoring continues throughout enrollment. Student data is used to differentiate lessons.

Reflecting on Local Strategies

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 Description

Strategy #1	Provide activities to facilitate the transition of such youth from the correctional or institutional program to further education or employment

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

☐ **Academic impact of lost instructional time**

☐ **Chronic absenteeism**

☑ **Student engagement**

☑ **Social-emotional well-being**

☐ **Other impact**

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

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

☑ **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**

☐ **Other student groups: (provide description below)**

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

Reflecting on Local Strategies: Strategy #2 - Please note: this strategy is optional.

	Strategy Description

Strategy #2	Supplemental programming to encourage a well rounded education that is coordinated with local businesses or organizations such as the public library.

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

☐ **Academic impact of lost instructional time**

☐ **Chronic absenteeism**

☑ **Student engagement**

☑ **Social-emotional well-being**

☐ **Other impact**

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

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

☑ **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**

☐ **Other student groups: (provide description below)**

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

Reflecting on Local Strategies: Strategy #3 - Please note: this strategy is optional.

	Strategy Description

Strategy #3	

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

☐ **Academic Impact of Lost Instructional Time**

☐ **Chronic absenteeism**

☐ **Student engagement**

☐ **Social-emotional well-being**

☐ **Other impact**

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

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

☐ **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**

☐ **Other student groups: (provide description below)**

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

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:

	Data Collection and Analysis Plan (including plan to disaggregate data)
Student learning, including academic impact of lost instructional time during the COVID-19 pandemic	Teachers will review student benchmark scores to identify learning loss and gaps in learning.
Opportunity to learn measures (see help text)	Teachers will attend professional development sessions.
Jobs created and retained (by number of FTEs and position type) (see help text)	Continuity of services/retained positions for teachers who serve students in the Lackawanna County Prison. All supplemental programming will be documented with either district extra pay time and effort sheets or with contracted services with scope of work defined on an MOU.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	Student attendance will be taken through sign in sheets at summer and after school programs as offered by community providers.

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

Plan for Funds	Explanation
	Student academic needs will be met by two teachers

Plan for Funds	Explanation
Continuity of Services	who work directly with the students in this facility to provide rigorous academic support.
Other; i.e. summer school, extended day	If funds remain, supplemental programming will be provided to enhance well-rounded educational opportunities as offered by community providers.

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

$33,539.00

Allocation

$33,539.00

Budget Over(Under) Allocation

$0.00

INSTRUCTION EXPENDITURES

N&D Institution Name	Function	Object	Amount	Description
Lackawanna County Prison	1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	$7,000.00	Salaries for after-school literacy or math program to address learning loss impacted by COVID-19
Lackawanna County Prison	1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	$1,539.00	Benefits for after-school literacy or math program to address learning loss impacted by COVID-19
Lackawanna County Prison	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	$10,000.00	Contracted service to provide re-entry programming to assist with handling school, workforce, and housing after leaving prison.
Lackawanna County Prison	1000 - Instruction	300 - Purchased Professional and Technical Services	$10,000.00	Contracted service to provide supplemental music or art therapy programs to support mental

N&D Institution Name	Function	Object	Amount	Description
				and emotional health.
Lackawanna County Prison	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$3,000.00	Books to support reading and literacy during enforced quarantine time.
			$31,539.00	

Section: Budget - Support and Non-Instruction Expenditures

BUDGET OVERVIEW

Budget

$33,539.00

Allocation

$33,539.00

Budget Over(Under) Allocation

$0.00

SUPPORT AND NON-INSTRUCTION EXPENDITURES

N&D Institution Name	Function	Object	Amount	Description
Lackawanna County Prison	2600 - Operation and Maintenance	600 - Supplies	$2,000.00	Cleaning supplies to assist with responding to or preventing the spread of COVID-19.
			$2,000.00	

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	$10,000.00	$0.00	$0.00	$0.00	$0.00	$10,000.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	$0.00	$0.00	$10,000.00	$0.00	$0.00	$3,000.00	$0.00	$13,000.00
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	$7,000.00	$1,539.00	$0.00	$0.00	$0.00	$0.00	$0.00	$8,539.00
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
2300 SUPPORT SERVICES – ADMINISTRATION	$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
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	$2,000.00	$0.00	$2,000.00
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
	$7,000.00	$1,539.00	$20,000.00	$0.00	$0.00	$5,000.00	$0.00	$33,539.00
				Approved Indirect Cost/Operational Rate: 0.0000				$0.00
							Final	$33,539.00