

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
Chidren's Home of Easton
Children's Home of Easton - Easton

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
Children's Home of Easton	WASD will engage with a team from the CHE to determine needs and the use of the ARP ESSER funds designated for the N&D institution. The CHE engaged the Children’s Home Board of Directors and Senior leadership team to plan the use of ESSER funds. We will make our plan public by displaying it on our website.
Children's Home of Easton - Easton	WASD will engage with a team from the CHE to determine needs and the use of the ARP ESSER funds designated for the N&D institution. The CHE engaged the Children’s Home Board of Directors and Senior leadership team to plan the use of ESSER funds. We will make our plan public by displaying it on our website.

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
Children's Home of Easton	The Children's Home of Easton will engage with the Board of Directors and the Senior Leadership Team to determine the needs and the use of ESSER funds.
Children's Home of Easton - Easton	The Children's Home of Easton will engage with the Board of Directors and the Senior Leadership Team to determine the needs and the use of ESSER funds.

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
Children's Home of Easton	The Childrens' Home of Easton's Senior Leadership team put together a plan to use the ARP ESSER funds after completing a needs assessment and reviewing the results with representatives from the CHE Board of Directors and the Wilson Area School District. The CHE will place their plan for using the ARP ESSER funds on their website for public review. The CHE will submit the plan to PDE within 90 days of receipt of the ARP ESSER funding.
Children's Home of Easton - Easton	The Childrens' Home of Easton's Senior Leadership team put together a plan to use the ARP ESSER funds after completing a needs assessment and reviewing the results with representatives from the CHE Board of Directors and the Wilson Area School District. The CHE will place their plan for using the ARP ESSER funds on their website for public review. The CHE will submit the plan to PDE within 90 days of receipt of the ARP ESSER funding.

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
Chidren's Home of Easton	http://www.thechildrenshome.org/
Children's Home of Easton - Easton	http://www.thechildrenshome.org/



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

Neglected Institutions

Agency: Wilson Area SD

Neglected Institution: Children's Home of Easton

Allocation Amount: \$63,774.00

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 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?

	Methods Used to Understand Each Type of Impact
Academic Impact of Lost Instructional Time	Through staff observations, student input, local school district input, IT support observations, and senior leadership team and board of directors input were used to determine the impact of COVID-19 on academic impact of lost instructional time. Impacts that were measured included student's inability to access remote instruction using current technology. Students lacked consistent internet access in the cottages, the broadband width was not great enough to handle both staff and student use, and the technology devices available to students provided inconsistent access to instruction. Students and staff also struggled in navigating this new style of online instruction. The technology issues had an effect on instructional time and resulted in learning loss.
Chronic Absenteeism	Assessed students' presence in the online classroom. As a whole this was not a factor since students reside on our campus and staff were able to assist them in logging in to virtual school each day.
	Staff observations, student input, school district feedback, and completion of student work was used to measure the impact of COVID19 on student engagement. The CHE found that students were distracted and had difficulty

	Methods Used to Understand Each Type of Impact
Student Engagement	focusing. Students did not feel connected in Zoom classes resulting in a decrease in engagement. In order to attend to student’s needs, the CHE decreased the staff to student ratios and created new physical learning areas that were conducive to learning and created more of an opportunity to focus and be engaged. Students were given headphones to lower noise distractions that contributed to an improved learning environment.
Social-emotional Well-being	Staff observations, team meetings, student input, and rate of behavioral incidents were used to measure the impact of OVID19 on social-emotional well-being. It was found that students felt isolated, were fearful of the unknown, and in-person peer and teacher interactions were limited which affected students’ social and emotional wellbeing. Staff created time during academics to discuss students' needs and concerns. Also, check-ins were added at the beginning and end of each day to assess each student’s well-being and emotional needs.
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
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	To measure the significant impacts on our children, we held team meetings and asked staff for their observations of the students, their progress and their obstacles faced on a daily basis. Our Educational Supervisor also participated in formal Child Study Teams meeting three times out of the month with the Wilson Area District staff to discuss progress and areas of need for the students. The Educational Supervisor and educational staff were able to have daily contact with the student’s teachers and counselors if needed. Meetings with children’s caseworkers also were held to discuss observations of progress and need. Local school assessments were utilized as well.

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
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Strategy #1	Access to online remote instruction: Lack of appropriate technology was one of our biggest issues at The Children’s Home. In order to serve our students, we had to equip each of the campus cottages with Wi-Fi capabilities so that each resident was able to access their virtual learning while remaining safe in their living space. Staff provided individual academic support to assist students whenever needed and to help keep them focused and on track while completing virtual meetings and assignments. Staff were also available to provide emotional support as needed to frustrated, anxious, overwhelmed students. Frequent breaks were encouraged.
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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

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)

- 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	Access to appropriate technology: The Children’s Home purchased additional computers, added a larger bandwidth to support the children’s virtual academic needs. Each cottage was equipped with internet access so that students could remain socially distanced while they were participating in their virtual education. In addition, staff had to be trained in how to use the numerous platforms of computer programs for each of our students in the Wilson Area district as well as many other home districts of our students. COVID protocols were put in place to keep all staff and residents safe.

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	Social-emotional well-being: The Children’s Home provided each student with an MP3 player and allowed them to download music to utilize as coping skills in moments of anger, frustration, calming, anxiety, panic, etc.

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	<p>In our on grounds classroom, data is collected on a daily basis in the form of student completion of assignments. Chapter tests are also given at the completion of a chapter. Student Report Cards are issued on a quarterly basis according to the Wilson Area School District schedule. We also utilize standardized testing and local assessments. Upon entry to our program, students are given a Woodcock Johnson Achievement test in the areas of reading (comprehension and letter word recognition, reading fluency) and math (calculations, applied problems and math fluency). Assessments are given again at the completion of the school year or before a student’s discharge from our program if they have been in placement for at least 90 days. Attendance is taken on a daily basis and the Education Supervisor must report data on a monthly basis to the PQI (Performance Quality Improvement) team. If student’s were to be non-compliant with attendance and/or participation, they would meet with a team (CHE and County Caseworker, direct care staff, Education supervisor, school personnel, etc.) to go over programing, expectations, goals and we would attempt to get the student back on track with attendance and/or participation. Off-ground student’s grades can be monitored on a daily basis through their sending districts' educational portals. Progress reports go out on a monthly or as needed basis. On grounds students progress can be accessed by contacting the on grounds teacher. Caseworkers and the Education Supervisor also participate in IEP meetings. Child study Team meeting are held monthly: one week we meet to evaluate the progress and plan for the Children’s Home on grounds students, another meeting is to review the progress of CHE students currently attending Wilson HS, another meeting is to discuss the progress of the CHE students attending the Wilson Intermediate School and the final monthly meeting is to discuss the progress of the students who attend Colonial Academy.</p>
	<p>The Children’s Home will utilize the smart board and computers in the classroom on a daily basis. Class assignments and research for our on grounds classroom would be completed using the students’ laptops. Teacher’s submit</p>

	Data Collection and Analysis Plan (including plan to disaggregate data)
Opportunity to learn measures (see help text)	<p>weekly lesson plans to the supervisor for review. Our after-school program would utilize our computer lab where students would have the opportunity to work on assignments or research information using the laptops in our lab. Attendance is taken in the lab on a daily basis verifying participation. Staff would also be able to have contact with students' teachers to coordinate assignments, missed work, obstacles and other issues. This is done on an as needed basis. Off-grounds students receive a weekly update from their teacher listing both missing assignments for the week in addition to upcoming assignments for the next week. This is reviewed by the Education Supervisor and Caseworker and forwarded to the direct care staff so that missing assignments can be completed and staff are aware what is coming in the next week.</p>
Jobs created and retained (by number of FTEs and position type) (see help text)	<p>This section is not applicable. No new jobs were created or lost due to the Pandemic.</p>
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	<p>The Children's Home of Easton has both an After School Program, which offers homework assistance, and tutoring during the school year, and a Summer Program, which provides educational, life skills, self-esteem, art, STEM/STEAM, job coaching, field trips, and recreational activities during the summer. Schedules and attendance are submitted to the administration for weekly review. Direct care staff meet on a daily basis to discuss obstacles, problems, and successes of the students. Daily reports are written to the team members pertaining to the students and their interactions and issues or successes throughout the day. Team meetings are held biweekly with direct care staff and supervisors. Supervisory meetings are normally held once a month but also held as needed with the Education Supervisor and Director of Campus Operations. Allocated funds would also go towards educational materials, staff development, and staff salaries. Our HR department is constantly providing staff with opportunities to further their skill and provide new information in the form of training and workshops. Staff must have a total of 40 hours per year to be in compliance with state mandates and regulations. Staff evaluations are conducted yearly.</p>

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
Continuity of Services	The Children’s Home of Easton will use the ARP ESSER Funds to improve and increase our technology for our students by purchasing 15 laptops/tablets to aid in learning and homework capabilities to further our student’s education. We will increase our internet speed and broadband width to support the increased number of people using the internet throughout the day. In addition, we will purchase a Smart Board and a projector to enhance learning for our students in our on-grounds classroom.
Access to Instruction	The Children’s Home of Easton will use the ARP ESSER Funds to improve and increase our technology for our students by purchasing 15 laptops/tablets to aid in learning and homework capabilities to further our student’s education. We will increase our internet speed and broadband width to support the increased number of people using the internet throughout the day. In addition, we will purchase a Smart Board and a projector to enhance learning for our students in our on-grounds classroom.
Staff Recruitment, Support, and Retention	Funds will be used for staff development (webinars/training) and staff salaries for the school year and summer school educational programs.
Other; i.e. summer school, extended day	The funds will be used to support the summer educational program and school year tutoring program through the purchase of educational supplies and instructional materials, funding educational programs and providing educational field

Plan for Funds	Explanation
	trips for our residents. Funds may also be used to pay salary and benefits for tutors and summer school staff.

Neglected Institutions

Agency: Wilson Area SD

Neglected Institution: Children's Home of Easton - Easton

Allocation Amount: \$11,105.00

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 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?

	Methods Used to Understand Each Type of Impact
Academic Impact of Lost Instructional Time	Through staff observations, student input, local school district input, IT support observations, and senior leadership team and board of directors input were used to determine the impact of COVID-19 on academic impact of lost instructional time. Impacts that were measured included student's inability to access remote instruction using current technology. Students lacked consistent internet access in the cottages, the broadband width was not great enough to handle both staff and student use, and the technology devices available to students provided inconsistent access to instruction. Students and staff also struggled in navigating this new style of online instruction. The technology issues had an effect on instructional time and resulted in learning loss.
Chronic Absenteeism	Assessed students' presence in the online classroom. As a whole this was not a factor since students reside on our campus and staff were able to assist them in logging in to virtual school each day.
Student Engagement	Assessed students' presence in the online classroom. As a whole this was not a factor since students reside on our campus and staff were able to assist them in logging in to virtual school each day.

	Methods Used to Understand Each Type of Impact
Social-emotional Well-being	Staff observations, team meetings, student input, and rate of behavioral incidents were used to measure the impact of OVID19 on social-emotional well-being. It was found that students felt isolated, were fearful of the unknown, and in-person peer and teacher interactions were limited which affected students' social and emotional wellbeing. Staff created time during academics to discuss students' needs and concerns. Also, check-ins were added at the beginning and end of each day to assess each student's well-being and emotional needs.
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
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	To measure the significant impacts on our children, we held team meetings and asked staff for their observations of the students, their progress and their obstacles faced on a daily basis. Our Educational Supervisor also participated in formal Child Study Teams meeting three times out of the month with the Wilson Area District staff to discuss progress and areas of need for the students. The Educational Supervisor and educational staff were able to have daily contact with the student's teachers and counselors if needed. Meetings with children's caseworkers also were held to discuss observations of progress and need. Local school assessments were utilized as well.
Children and youth in foster care	To measure the significant impacts on our children, we held team meetings and asked staff for their observations of the students, their progress and their obstacles faced on a daily basis. Our Educational Supervisor also participated in formal Child Study Teams meeting three times out of the month with the Wilson Area District staff to discuss progress and areas of need for the students. The Educational Supervisor and educational staff were able to have daily contact with the student's teachers and counselors if needed. Meetings with children's caseworkers also were held to discuss observations of progress and need. Local school assessments were utilized as well.

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
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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	Access to online remote instruction: Lack of appropriate technology was one of our biggest issues at The Children’s Home. In order to serve our students, we had to equip each of the campus cottages with Wi-Fi capabilities so that each resident was able to access their virtual learning while remaining safe in their living space. Staff provided individual academic support to assist students whenever needed and to help keep them focused and on track while completing virtual meetings and assignments. Staff were also available to provide emotional support as needed to frustrated, anxious, overwhelmed students. Frequent breaks were encouraged.

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	Access to appropriate technology: The Children’s Home purchased additional computers, added a larger bandwidth to support the children’s virtual academic needs. Each cottage was equipped with internet access so that students could remain socially distanced while they were participating in their virtual education. In addition, staff had to be trained in how to use the numerous platforms of computer programs for each of our students in the Wilson Area district as well as many other home districts of our students. COVID protocols were put in place to keep all staff and residents safe.

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	Social-emotional well-being: The Children’s Home provided each student with an MP3 player and allowed them to download music to utilize as coping skills in moments of anger, frustration, calming, anxiety, panic, etc.

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	In our on grounds classroom, data is collected on a daily basis in the form of student completion of assignments. Chapter tests are also given at the completion of a chapter. Student Report Cards are issued on a quarterly basis according to the Wilson Area School District schedule. We also utilize standardized testing and local assessments. Upon entry to our program, students are given a Woodcock Johnson Achievement test in the areas of reading (comprehension and letter word recognition, reading fluency) and math (calculations, applied problems and math fluency). Assessments are given again at the completion of the school year or before a student’s discharge from our program if they have been in placement for at least 90 days. Attendance is taken on a daily basis and the Education Supervisor must report data on a monthly basis to the PQI (Performance Quality Improvement) team. If student’s were to be non-compliant with attendance and/or participation, they would meet with a team (CHE and County Caseworker, direct care staff, Education supervisor, school personnel, etc.) to go over programing, expectations, goals and we would attempt to get the student back on track with attendance and/or participation. Off-ground student’s grades can be monitored on a daily basis through their sending districts' educational portals. Progress reports go out on a

	<p>Data Collection and Analysis Plan (including plan to disaggregate data)</p>
	<p>monthly or as needed basis. On grounds students progress can be accessed by contacting the on grounds teacher. Caseworkers and the Education Supervisor also participate in IEP meetings. Child study Team meeting are held monthly: one week we meet to evaluate the progress and plan for the Children’s Home on grounds students, another meeting is to review the progress of CHE students currently attending Wilson HS, another meeting is to discuss the progress of the CHE students attending the Wilson Intermediate School and the final monthly meeting is to discuss the progress of the students who attend Colonial Academy.</p>
<p>Opportunity to learn measures (see help text)</p>	<p>The Children’s Home will utilize the smart board and computers in the classroom on a daily basis. Class assignments and research for our on grounds classroom would be completed using the students’ laptops. Teacher’s submit weekly lesson plans to the supervisor for review. Our after-school program would utilize our computer lab where students would have the opportunity to work on assignments or research information using the laptops in our lab. Attendance is taken in the lab on a daily basis verifying participation. Staff would also be able to have contact with students’ teachers to coordinate assignments, missed work, obstacles and other issues. This is done on an as needed basis. Off-grounds students receive a weekly update from their teacher listing both missing assignments for the week in addition to upcoming assignments for the next week. This is reviewed by the Education Supervisor and Caseworker and forwarded to the direct care staff so that missing assignments can be completed and staff are aware what is coming in the next week.</p>
<p>Jobs created and retained (by number of FTEs and position type) (see help text)</p>	<p>This section is not applicable. No new jobs were created or lost due to the Pandemic.</p>
<p>Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)</p>	<p>The Children’s Home of Easton has both an After School Program, which offers homework assistance, and tutoring during the school year and a Summer Program, which provides educational, life skills, self-esteem, art, STEM/STEAM, job coaching, field trips and recreational activities during the summer. Schedules and attendance are submitted to administration for weekly review. Direct care staff meet on a daily basis to discuss obstacles, problems and successes of the students. Daily reports are written to the team members pertaining to the student’s and their interactions and issues or successes throughout the day. Team meetings are held biweekly with direct care staff and supervisors. Supervisory meetings are formally held once a month but also held as needed with the Education Supervisor and Director of Campus Operations. Allocated funds would also go towards educational materials, staff development and staff salaries. Our HR department is constantly providing staff with opportunities to further their skill and provide new information in the form of training and workshops. Staff must have a total of 40 hours per year to be in compliance with state mandates and regulations. Staff evaluations are conducted yearly.</p>

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
Continuity of Services	The Children’s Home of Easton will use the ARP ESSER Funds to improve and increase our technology for our students by purchasing 15 laptops/tablets to aid in learning and homework capabilities to further our student’s education. We will increase our internet speed and broadband width to support the increased number of people using the internet throughout the day. In addition, we will purchase a Smart Board and a projector to enhance learning for our students in our on-grounds classroom.
Access to Instruction	The Children’s Home of Easton will use the ARP ESSER Funds to improve and increase our technology for our students by purchasing 15 laptops/tablets to aid in learning and homework capabilities to further our student’s education. We will increase our internet speed and broadband width to support the increased number of people using the internet throughout the day. In addition, we will purchase a Smart Board and a projector to enhance learning for our students in our on-grounds classroom.

Plan for Funds	Explanation
Staff Recruitment, Support, and Retention	Funds will be used for staff development (webinars/training) and staff salaries for the school year and summer school educational programs.
Other; i.e. summer school, extended day	The funds will be used to support the summer educational program and school year tutoring program through the purchase of educational supplies and instructional materials, funding educational programs and providing educational field trips for our residents. Funds may also be used to pay salary and benefits for tutors and summer school staff.

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$74,879.00

Allocation

\$74,879.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

N&D Institution Name	Function	Object	Amount	Description
Chidren's Home of Easton	1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	\$18,000.00	20 laptops for student use to access instruction both online and in-person on grounds.
Children's Home of Easton - Easton	1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	\$500.00	Projector for the classroom
Chidren's Home of Easton	1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	\$3,000.00	SMART board for the classroom
Chidren's Home of Easton	1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	\$2,500.00	Educational Supplies & Materials for the Classroom
	1400 - Other			

N&D Institution Name	Function	Object	Amount	Description
Chidren's Home of Easton	Instructional Programs – Elementary / Secondary	600 - Supplies	\$1,895.00	Broadband and Wi-Fi upgrade
Children's Home of Easton - Easton	1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	\$605.00	Broadband and Wi-Fi upgrade
Children's Home of Easton - Easton	1400 - Other Instructional Programs – Elementary / Secondary	300 - Purchased Professional and Technical Services	\$500.00	Presenters for the summer educational program
Children's Home of Easton - Easton	1400 - Other Instructional Programs – Elementary / Secondary	300 - Purchased Professional and Technical Services	\$2,000.00	Summer program workshops for students
Children's Home of Easton - Easton	1400 - Other Instructional Programs – Elementary / Secondary	300 - Purchased Professional and Technical Services	\$1,500.00	Summer program Field Trips
Chidren's Home of Easton	1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	\$16,000.00	Educational/instructional materials, arts and craft supplies, educational programs, life skills programs, supplies. STEM/STEAM activities
	1400 - Other			Staff

N&D Institution Name	Function	Object	Amount	Description
Children's Home of Easton - Easton	Instructional Programs – Elementary / Secondary	300 - Purchased Professional and Technical Services	\$6,000.00	Development: trainings, webinars, workshops
Chidren's Home of Easton	1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$17,903.00	Staff salary for school year and summer instructional programs
Chidren's Home of Easton	1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$4,476.00	Staff salary for school year and summer instructional programs
			\$74,879.00	

Section: Budget - Support and Non-Instruction Expenditures

BUDGET OVERVIEW

Budget

\$74,879.00

Allocation

\$74,879.00

Budget Over(Under) Allocation

\$0.00

SUPPORT AND NON-INSTRUCTION EXPENDITURES

N&D Institution Name	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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
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	\$17,903.00	\$4,476.00	\$10,000.00	\$0.00	\$0.00	\$42,500.00	\$0.00	\$74,879.00
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	\$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
	\$17,903.00	\$4,476.00	\$10,000.00	\$0.00	\$0.00	\$42,500.00	\$0.00	\$74,879.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$74,879.00

