

ESSER III – Neglected and Delinquent Institutions

The Pennsylvania Department of Education (PDE) recognizes the extraordinary efforts made by school districts, and educators to support learners during the COVID-19 pandemic. The below information is requested 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 district 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, the application shall become part of the Grant Agreement for ARP ESSER funds as Appendix B.

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

- Learners from low-income families;
- Learners from each racial or ethnic group (e.g., identifying disparities and focusing on underserved learner groups by race or ethnicity);
- Gender (e.g., Identifying disparities and focusing on underserved learner 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])
- Learners experiencing homelessness;
- Children and youth in foster care;
- Migrant learners; 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, learners who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, learners who did not consistently participate in remote instruction when offered during school building closures, and LGBTQ+ learners).

The N&D Institution in the Pequea Valley School District is listed below:

Building Name
Christ’s Home

Engaging Stakeholders in Plan Development

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

Below describes how the N&D Institution, in planning for the use of ARP ESSER funds, has engaged or will engage in meaningful consultation with applicable stakeholders.

(Stakeholders include any relevant group to the N&D Institutions, such as learners; families; school and district administrators (including special education administrators); facilitators/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 learners, children who are incarcerated, and other underserved learners; and tribes.)

Neglected & Delinquent Institution Name	Stakeholder Engagement
Christ’s Home	Christ’s Home, Pequea Valley School District – facilitators/teachers and administrators collaborating on educational plans for residents placed at Christ’s Home
Christ’s Home	Resident/Learners – engaging in educational planning and utilizing educational supportive services provided
Christ’s Home	Guardian/Families of placed youth partnering for better outcomes and educational continuity for young people served

Christ's Home	County Youth Serving Agencies are collaborating partners in tailoring individualized service plans for youth
Christ's Home	Christ's Home Leadership and Board of Trustees providing guidance and leadership for Children and Family Services department at Christ's Home

Use of Stakeholder Input

The N&D Institutions will take stakeholder and public input into account in the development of the N&D Plan for the use of ARP ESSER Funds as follows:

Neglected & Delinquent Institution	Use of Stakeholder Input
Christ's Home	For all Stakeholders above ongoing discussions have occurred and will continue to occur to identify challenges youth have faced during the pandemic and to identify supportive opportunities that promote the ongoing educational needs and overall social and emotional well-being needs of residents

Public Access to 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.

Neglected & Delinquent Institution	Public Access to N&D Institutions Plan for the Funds
Christ's Home	Christ's Home developed the plan as a management team and coordinated with Pequea Valley Administration for guidance and roll out. The plan was then approved by Anthony Cartusciello, our Administrator for Children and Family Services. Once approved the plan was posted to our website for the public to view

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)).

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

Complete the form for each contractor/project what 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. Prior to uploading forms, they must be signed off by your School Entity’s Superintendent/CEO/Executive Director.

Health and Safety Plan

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

Neglected & Delinquent Institution	URL
Christ’s Home	https://www.christshome.org/childrens-services/how-we-serve/

Agency: Pequea Valley School District
 Neglected Institution: Christ’s Home Inc. – Pequea Valley
 Allocation Amount: \$21,258.00

Neglected and Delinquent Institutions Impact of Needs and Plan for Funds

Indicators of Impact

Understanding the Impact of the COVID-19 Pandemic: Below the N&D has identified or will identify the extent of the impact of the COVID-19 pandemic on learner 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) Learner engagement, and (4) Social-emotional well-being?

	Methods Used to Understand Each Type of Impact
Academic Impact of Lost Instructional Time	Academic Impact of Lost Instructional Time Review of school progress reports and report cards are monitored for residents
Chronic Absenteeism	Attendance records are reviewed and support plans put in place based on observed trends
Learner Engagement	Assignments completed and/or missed are reviewed and support and encouragement provided as needed
Social-emotional Well-being	Monthly Progress reports completed for residents addressing individual service plan goals & progress related to social-emotional well-being
Other Indicators	

Documenting Disproportionate Impacts

Below are the learner groups in the N&D that faced particularly significant impacts from the pandemic.

Learner 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])	Children with Disabilities Residents/Learners struggled mightily during the pandemic trying to keep up educationally via remote learning and emotionally struggled to self-regulate. Educational supportive services put in place to provide individual and group opportunities for learning. Comfort items and coping skills information provided to residents.
Other groups disproportionately impacted by the pandemic that have been identified by the district	Residents struggled with emotional regulation and socialization skills during the pandemic. Individual plans addressed evolving needs and coping plans developed. Enhanced opportunities to learn self-regulation skills and access to comfort items increased and will continue to increase with funding from this grant to assist with relaxation and regulation. Also to assist with learning to keep vigilant with hygiene in the home and self-care strategies for preventing spread of germs as much as possible.

Reflecting on Local Strategies

Below is the N&D's assessment of the top strategy that has been most effective in supporting the needs of learners, in particular specific learner groups most impacted by the COVID-19 pandemic.

	Strategy Description
Strategy #1	In order to enhance resources in this area we will purchase cleaning services for the home through Merry Maids (or like vendor) and Carpet/Furniture cleaning through Stanley Steemer for a period of 2 years' worth of services. This will enhance the general efforts of House Parents in keeping environment clean and sanitized.

Impacts that Strategy #1 best addresses:

- Social-emotional well-being
- Other impact

Improved probability of infection prevention and overall physical health wellness

Student group(s) that Strategy #1 most effectively supports:

- Learners from Low-income families
- Learners from each racial or ethnic group (e.g., identifying disparities and focusing on underserved learner groups by race or ethnicity)
- Gender (e.g., identifying disparities and focusing on underserved learner 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])
- Learners experiencing homelessness
- Children and youth in foster care
- Migrant learners
- Other learner groups - Meet the needs of youth that County Youth Agencies place with us in need of out of home care. They could be for any of identified subgroups.

Reflecting on Local Strategies: Strategy #2

	Strategy Description
Strategy #2	In order to promote overall wellness and to optimize resident's overall social and emotional health we will plan several larger recreational outings with Cottage staff that promote healthy relationship building, stress reduction and positive memory making that were not possible during the height of COVID Pandemic We Restrictions. We are interested in going to the Shore in the Summer of 2022 and would use funds to support a beach rental property for the youth to experience a family like trip and enjoy the soothing elements of nature and the beach.

Impacts that Strategy #2 best addresses:

- Learner engagement
- Social-emotional well-being

Student groups(s) that Strategy #2 most effectively supports:

- Learners from Low-income families
- Learners from each racial or ethnic group (e.g., identifying disparities and focusing on underserved learner groups by race or ethnicity)
- Gender (e.g., identifying disparities and focusing on underserved learner 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])
- Learners experiencing homelessness
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- Migrant learners
- Other learner groups - Meet the needs of youth that County Youth Agencies place with us in need of out of home care. They could be for any of identified subgroups

Plan for ARP ESSER Funds

N&D Institutions will spend its ARP ESSER funds as outline below:

Plan for Funds	Explanation
Facilities Improvements	Purchase of services to enhance cleaning and sanitation of resident Cottages promoting increased environmental health and wellness and aiding in infection prevention to the best of our abilities. Cleaning and disinfectant services for Resident Cottages through Merry Maids will be purchased several times per year for a 2-year period. Estimated cost of this is approximately \$6,000
Facilities Improvements	Purchase of services to enhance cleaning and sanitation of resident Cottages promoting increased environmental health and wellness and aiding in infection prevention to the best of our abilities. Carpet cleaning services through Stanley Steamer every 6 months for Cottages 1 & 2. Total yearly cost is approximated to be \$10,000 for 2 years.

Budget Summary

	100 Salaries	200 Benefits	300 Purchased Professional & Technical Services	400 Purchased Property Services	500 other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	0	0	0	0	0	0	0	0
1100 Regular Programs Elementary/Secondary	0	0	0	0	0	0	0	0
1200 Special Programs Elementary/Secondary	0	0	0	0	0	0	0	0
1300 Career & Technical Education	0	0	0	0	0	0	0	0
1400 Other Instructional Programs Elementary/Secondary	0	0	0	0	0	0	0	0
1600 Adult Education Programs	0	0	0	0	0	0	0	0
1700 Higher Education	0	0	0	0	0	0	0	0
1800 Pre-K	0	0	0	0	0	0	0	0
2000 Support Services	0	0	0	0	0	0	0	0
2100 Support Services Students	0	0	0	0	0	0	0	0
2200 Staff Support Services	0	0	0	0	0	0	0	0
2300 Support Services Administration	0	0	0	0	0	0	0	0
2400 Health Support Services	0	0	0	0	0	0	0	0
2500 Business Support Services	0	0	0	0	0	0	0	0
2600 Operation and Maintenance	0	0	\$16,000.00	0	0	\$5,258.00	0	\$21,258.00

2700 Student Transportation	0	0	0	0	0	0	0	0
2800 Central Support Services	0	0	0	0	0	0	0	0
3000 Operation of Non-Instructional Services	0	0	0	0	0	0	0	0
3100 Food Services	0	0	0	0	0	0	0	0
3200 Student Activities	0	0	0	0	0	0	0	0
3300 Community Services	0	0	0	0	0	0	0	0
4000 Facilities Acquisition, Construction and Improvement Services	0	0	0	0	0	0	0	0
Totals	0	0	\$16,000.00	0	0	\$5,258.00	0	\$21,258.00