

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
Adelphoi Village LaSaQuick Residential Treatment
Clear Vision Residential Treatment Services, Inc.

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
Adelphoi Village LaSaQuick Residential Treatment	LaSaQuick will consult with stakeholders and share our plans, and improvement with a written report of any progress. We will allow for feedback and input on our continuous development. This method will keep stakeholders engaged through the duration of our planned and completed projects. Stakeholders will be given the opportunity to share grievances at any time if there are concerns with any projects.
Clear Vision Residential Treatment Services, Inc.	Clear Vision will engage in meaningful consultation with applicable stakeholders by sharing all of our plans, progress and improvement with a written report of any progress and improvement. We will allow for feedback and input on our continuous development. This method will keep stakeholders engaged through the duration of our planned and completed projects. Stakeholders will be given the opportunity to share grievances at any time if there are concerns about any projects.

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
Adelphoi Village LaSaQuick Residential Treatment	Stakeholder input will be taken into consideration for the Use of ARP ESSER Funds. LaSaQuick will continue to keep stakeholders engaged and create a shared understanding of any projects to increase project acceptance. If there are concerns, project alternatives will be explored to achieve a mutual understanding and acceptance. All stakeholders will be taken into consideration for all planning and implementing of ARP ESSER Funds usage and allocation.
Clear Vision Residential Treatment Services, Inc.	Stakeholder input will be taken into consideration for the Use of ARP ESSER Funds. Clear Vision will continue to keep stakeholders engaged and create a shared understanding of any projects to increase project acceptance. If there are concerns, project alternatives will be explored to achieve a mutual understanding and acceptance. All stakeholders will be taken into consideration for all planning and implementing of ARP ESSER Funds usage and allocation.

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
	After LaSaQuick develops and implements the plan for the Use of ARP ESSER Funds, the Company will post the plans for any completed or pending projects on their website. Stakeholders will continue to have access to these plans so they can share any comments or grievances so appropriate changes can be made where necessary. The plan will be written in

N&D Institution Name	Public Access to N&D Institutions Plan for the Funds
Adelphoi Village LaSaQuick Residential Treatment	<p>a language and format in which everyone will be able to understand. If there is language that is not understood, or if there is a parent/caregiver with a disability that cannot understand the report, they will be able to call and speak with the LaSaQuik Unit Director so that an alternative can be provided or for questions to be answered/explained. Alternatives to reading the report could be a visual presentation or by verbally communicating the Plan for the Use of ARP ESSER Funds to the individual.</p>
Clear Vision Residential Treatment Services, Inc.	<p>After Clear Vision develops and implements the plan for the Use of ARP ESSER Funds, the Company will post the plans for any completed or pending projects on their website. Stakeholders will continue to have access to these plans so they can share any comments or grievances so appropriate changes can be made where necessary. The plan will be written in a language and format in which everyone will be able to understand. If there is language that is not understood, or if there is a parent/caregiver with a disability that cannot understand the report, they will be able to call and speak with the Clear Vision Administrator so that an alternative can be provided or for questions to be answered/explained. Alternatives to reading the report could be a visual presentation or by verbally communicating the Plan for the Use of ARP ESSER Funds to the individual.</p>

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.

Yes

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

N&D Institution Name	Type of Project	Name of Proposed Project	Brief Description of Proposed Project
			\$13,800 - pavilion for use by students and staff to accommodate social distancing and fresh air movement without installing an air filtration

N&D Institution Name	Type of Project	Name of Proposed Project	Brief Description of Proposed Project
Adelphoi Village LaSaQuick Residential Treatment	Construction	Pavilion	system and renovating other inside areas thereby making it reasonable. It is necessary as social distancing is a major player in preventing the spread of the coronavirus.
Adelphoi Village LaSaQuick Residential Treatment	Capital Expenditure	Kitchen Upgrade	\$20,240 - Purchase services for a new sink, floor, windows, kitchen equipment and fiberglass walls to facilitate cleaning of areas for the COVID virus, and improved intake of fresh air. In addition, all upgrades will be ADA compliant
Adelphoi Village LaSaQuick Residential Treatment	Capital Expenditure	Front Entrance Door	\$12,800 - Purchase front entrance door security to maintain safety of all students, staff and teachers within facility while responding, preventing and preparing for virus.
Adelphoi Village LaSaQuick Residential Treatment	Capital Expenditure	Video Surveillance	\$9,200 - Purchase video surveillance within facility to prevent, prepare, and respond to virus. Cameas allow for responding to the virus when contact tracing is needed. Preparing for the virus is done so by having the ability to visibly watch what students are doing in response to social distancing and masking.

N&D Institution Name	Type of Project	Name of Proposed Project	Brief Description of Proposed Project
Clear Vision Residential Treatment Services, Inc.	Capital Expenditure	Virtual Supplies	\$18,400 - Purchase virtual supplies such as TV conference and sound system to enhance virtual visit experience for residents.
Clear Vision Residential Treatment Services, Inc.	Capital Expenditure	Video Surveillance	\$16,744 - Purchase video surveillance within facility to prevent, prepare, and respond to virus. Cameas allow for responding to the virus when contact tracing is needed. Preparing for the virus is done so by having the ability to visibly watch what students are doing in response to social distancing and masking.
Clear Vision Residential Treatment Services, Inc.	Capital Expenditure	Front Entrance Door Security	\$6,952 - Purchase front entrance door security to maintain the safety of all students, staff and teachers within facility while responding, preventing, and preparing for virus. Stopping visitors before entering the building allows both the prevention as well as the response to virus. Preparing for virus is done so by having ability to stop visitors and take temperatures and/or provide masks before entering.
			\$23,000 - Purchase of HVAC servicing to all

N&D Institution Name	Type of Project	Name of Proposed Project	Brief Description of Proposed Project
Clear Vision Residential Treatment Services, Inc.	Capital Expenditure	HVAC Servicing	HVAC units to allow for clean air circulation. Clean air is preparation for virus that is in the air. Improving indoor air quality prevents the spread of virus. Clean air responds to transmission of virus.



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
Adelphoi Village LaSaQuick Residential Treatment	https://www.ketterercharter.org/wp-content/uploads/Adelphoi-Health-and-Safety-Plan.pdf
Clear Vision Residential Treatment Services, Inc.	https://clearvisionresidential.com/wp-content/uploads/2021/08/Health-and-Safety-Plan.pdf



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

Neglected Institutions

Agency: BLaST IU 17

Neglected Institution: Adelphoi Village LaSaQuik Residential Treatment

Allocation Amount: \$73,786.00

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	LaSaQuik was fortunate and experienced only minimal loss of instructional time during COVID-19. The teachers were able to teach the students virtually.
Chronic Absenteeism	LaSaQuik ensures that students attend school daily, as the school is on-site at the Residential Group Home. Students are required to attend school daily. Despite COVID-19, LaSaQuik continued to have students attend school daily through virtual learning.
Student Engagement	LaSaQuik utilized staff observation to identify student engagement. Teachers were teaching virtually, staff were present during class time to ensure students were participating and engaging during virtual class sessions. At the end of each school day, staff and teachers were discussing how the day went. Staff would listen to students and address any issues to assist in keeping students engaged.
Social-emotional Well-being	After school, LaSaQuik staff were engaging students in groups that were focused on any issues they had throughout the school day. Students would have the opportunity to speak with Clinical Coordinators and direct-care staff. Staff would note daily progress notes and have individual counseling sessions with students in need to promote social-emotional well-being. Data is captured

	Methods Used to Understand Each Type of Impact
	through daily log and progress notes.
Other Indicators	Students of LaSaQuik always have the opportunity to speak with staff to address any needs on a daily basis.

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 each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	Specific strategies used to identify and measure impacts is surveying the youth after each school day to measure the impact on their social-emotional well-being. All of the youth placed in our Residential care facility are placed here due to mental, behavioral, and social needs. By surveying and meeting with the youth daily, we can better plan to improve their educational experience at LaSaQuik.

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	The strategy most effective in supporting students with social-emotional needs is to provide quality education and ensure they have all the staff support and other resources that they may need to make meaningful progress. The classrooms are structured and supportive to all students and clarification is provided on all expectations in a way that fosters a supportive classroom environment. Direct-Care staff are available to all students throughout the day including during school hours if it is an urgent issue. Staff log daily progress notes and any significant behavior through the day. Each student has an Individual Treatment Plan (ITP), and within the first 30 days of admission, each youth establishes academic goals. Direct-Care staff assist each youth's social-emotional well-being in a way that promotes academic accomplishments.

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.

Youth in residential care

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

	Strategy Description
Strategy #2	

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

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

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

- 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

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

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

- 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)
	Students of LaSaQuik were able to continue their education through remote

	Data Collection and Analysis Plan (including plan to disaggregate data)
Student learning, including academic impact of lost instructional time during the COVID-19 pandemic	learning throughout the pandemic. Students were required to continue to attend school each day resulting in minimal loss of instructional time. LaSaQuik was fortunate to work with great teaching staff who were able to instruct from home while direct care staff monitored the classrooms. There were at times internet issues that occurred, as were are an extremely rural setting with little to no internet service at times.
Opportunity to learn measures (see help text)	In LaSaQuik’s residential classroom settings, we’ve created a framework to ensure that we continuously offer and provide all students with a quality education. The fair conditions ensure each student has an equal opportunity to learn with qualified teachers, clean and safe classrooms, up to date learning materials, high quality coursework, and school conditions that provide students a fair and equal opportunity to learn and achieve knowledge and skills. Students have the opportunity to ask for help during class hours and ask for guidance after school hours. We foster a therapeutic learning environment to enhance educational achievement with all students from all different backgrounds.
Jobs created and retained (by number of FTEs and position type) (see help text)	LaSaQuik staffing has remained the same throughout the COVID-19 pandemic due to the nature of the business. LaSaQuik is a facility that operates 24 hours per day all year long. LaSaQuik has kept the same number of FTEs and job positions. There were no lay-offs or positions created.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	Students of LaSaQuik participated in summer school throughout the summers of 2020 and 2021. There have also been on-going services for psychiatry and medication management with a psychiatrist. Students are also assigned a LaSaQuik counselor and Clinical Coordinator with whom the youth have the opportunity to meet with for individual counseling services, and also facilitate family counseling for each youth.

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	-Mental health services for students to address their social, emotional, and mental health needs.
Mitigation Strategies	-PPE supplies for staff to reduce risk of virus transmission-Cleaning and sanitization supplies to reduce risk of virus transmission-Kitchen cleaning and kitchen appliance servicing to improve air quality and promote a sanitary kitchen environment
Facilities Improvements	-Purchase services for a new sink, floor, windows, kitchen equipment and fiberglass walls to facilitate cleaning of areas for the COVID virus, and improved intake of fresh air. In addition, all upgrades will be ADA compliant - Dorm Supplies- New beds, blankets, pillows, sheets, mattress pads, pillow covers, rugs to allow for replacements during frequent washings to combat virus transmission-Pavilion construction to allow for fresh outside air while social distancing to prevent transmission of virus-Picnic tables to allow for social distancing while outside to prevent transmission of virus
Staff Recruitment, Support, and Retention	-Staff training to educate staff on health and safety measures to promote working conditions
Other; i.e. summer school, extended day	Front Entrance Door Security School/Unit (Install door entry intercom, video camera, badge scanner) to allow for contact tracing and limit visitors from entering the building without being screened to prevent transmission of virus to residents.Additional Video Surveillance Installation (Install security cameras throughout facility to allow for cut and dry contact tracing when reviewing cameras and social distancing.-Facility surveillance to maintain safety of residents-Virtual supplies to enhance virtual visit experience for residents

Neglected Institutions

Agency: BLaST IU 17

Neglected Institution: Clear Vision Residential Treatment Services, Inc.

Allocation Amount: \$156,757.00

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	Clear Vision was fortunate enough to not experience a loss of instructional time during COVID-19. The teachers were able to teach the students virtually.
Chronic Absenteeism	Clear Vision ensures that students attend school daily since it is on-site at the Residential Group Home. Students are required to attend school daily. Despite COVID-19, Clear Vision continued to have students attend school daily through virtual learning.
Student Engagement	Clear Vision utilized staff observation to identify student engagement. Due to the teachers teaching virtually, staff would sit in during class to ensure students were participating and engaging during virtual class sessions. At the end of each school day, staff would hold a focus group to hear how the school day went. Staff would listen to students and address any issues to assist in keeping students engaged.
	After school, Clear Vision staff would hold a focus group to engage students and hear how the school day went. Students would have the opportunity to speak

	Methods Used to Understand Each Type of Impact
Social-emotional Well-being	with staff after-school hours to hear of any complaints or issues. Direct care staff would note daily progress notes and have individual counseling sessions with students in need to promote social-emotional well-being. Data is captured through daily log and progress notes.
Other Indicators	Students of Clear Vision always have the opportunity to speak with staff to address any needs on a daily basis.

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 each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	Specific strategies used to identify and measure impacts is surveying the youth after each school day to measure the impact on their social-emotional well-being. All of the youth placed in our Residential care facility are placed here due to mental, behavioral, and social health needs. By surveying and meeting with the youth daily, we can better plan to improve their educational experience at Clear Vision.

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	The top strategy most effective in supporting students with social-emotional needs is to provide quality education and ensure they have all the staff support and other resources that they may need to make meaningful progress. The classrooms are structured and supportive to all students and clarification is provided on all expectations in a way that fosters a supportive classroom environment. Direct Care staff are available to all students throughout the day including during school hours if it is an urgent issue. Staff log daily progress notes and any significant behavior through the day. Each student has an Individual Service Plan when they arrive to the facility which establishes academic goals. Direct Care staff assist each youth's social-emotional well-being in a way that promotes academic accomplishments.

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.

Youth in Residential Care

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

	Strategy Description
Strategy #2	

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

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

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

- 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

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

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

- 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)
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Student learning, including academic impact of lost instructional time during the COVID-19 pandemic	Students of Clear Vision were able to continue their education through remote learning throughout the pandemic. Students were required to continue to attend school each day resulting in no loss of instructional time. Clear Vision was fortunate to work with great teaching staff who were able to instruct from home while direct care staff monitored the classrooms. There was no loss of instructional time.
Opportunity to learn measures (see help text)	In Clear Vision’s residential classroom settings, we’ve created a framework to ensure that we continuously offer and provide all students with a quality education. The fair conditions ensure each student has an equal opportunity to learn with qualified teachers, clean and safe classrooms, up to date learning materials, high quality coursework, and school conditions that provide students a fair and equal opportunity to learn and achieve knowledge and skills. Students have the opportunity to ask for help during class hours and ask for guidance after school hours. We foster a therapeutic learning environment to enhance educational achievement with all students from all different backgrounds.
Jobs created and retained (by number of FTEs and position type) (see help text)	Clear Vision staffing has remained the same throughout the COVID-19 pandemic due to the nature of the business. Clear Vision is a 24/7 staff secure facility. Clear Vision has kept the same number of FTEs and job positions. There were zero lay-offs and zero jobs created.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	Students of Clear Vision participated in summer school throughout the summers of 2020 and 2021. There have also been on-going services for psychiatry and medication management with Clear Vision’s psychiatrist. Students are also assigned a Clear Vision counselor who they have the opportunity to meet with for individual counseling services. Counselors also facilitate family counseling for students.

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	-Mental health services for students to address their social, emotional, and mental health needs.
Mitigation Strategies	-Facility cleaning to clean and sanitize all areas to improve air quality and reduce risk of virus transmission-PPE supplies for staff to reduce risk of virus transmission-Cleaning and sanitization supplies to reduce risk of virus transmission-Kitchen cleaning and kitchen appliance servicing to improve air quality and promote a sanitary kitchen environment
Facilities Improvements	-HVAC servicing to make any upgrades and improvements to the HVAC units to promote improved air quality and reduce the risk of virus transmission-Ventilation & Filtration cleaning to improve air quality and reduce the risk of virus transmission-Dorm supplies to improve clean and safe living conditions for residents-Facility repairs to improve facility conditions for residents
Staff Recruitment, Support, and Retention	-Staff training to educate staff on health and safety measures to promote working conditions
Other; i.e. summer school, extended day	-Facility surveillance to maintain safety of residents-Virtual supplies to enhance virtual visit experience for residents

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$230,543.00

Allocation

\$230,543.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

N&D Institution Name	Function	Object	Amount	Description
			\$	
			\$0.00	

Section: Budget - Support and Non-Instruction Expenditures

BUDGET OVERVIEW

Budget

\$230,543.00

Allocation

\$230,543.00

Budget Over(Under) Allocation

\$0.00

SUPPORT AND NON-INSTRUCTION EXPENDITURES

N&D Institution Name	Function	Object	Amount	Description
Clear Vision Residential Treatment Services, Inc.	2600 - Operation and Maintenance	600 - Supplies	\$11,040.00	Dorm Supplies- New beds, blankets, pillows, sheets, mattress pads, pillow covers, rugs to allow for replacements during frequent washings to combat virus transmission
Clear Vision Residential Treatment Services, Inc.	2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$36,800.00	Mental Health Services- annual psychiatric and psychological services for residents as a result of minimal interaction with individuals during the pandemic
Clear Vision Residential Treatment	2600 - Operation and Maintenance	600 - Supplies	\$6,440.00	Cleaning and Sanitization supplies, PPE Equipment (masks, gloves) to

N&D Institution Name	Function	Object	Amount	Description
Services, Inc.				combat transmission of COVID
Clear Vision Residential Treatment Services, Inc.	2600 - Operation and Maintenance	400 - Purchased Property Services	\$3,220.00	Kitchen Cleaning (Deep clean and sanitize kitchen area and all kitchen equipment) to improve air air and surface quality and reduce risk of virus transmission
Clear Vision Residential Treatment Services, Inc.	2600 - Operation and Maintenance	400 - Purchased Property Services	\$3,220.00	Facility Cleaning (Clean and Sanitize all resident dorm rooms, bathrooms, hallway, laundry room, intake room) to improve air quality and reduce risk of virus transmission
Clear Vision Residential Treatment Services, Inc.	2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$16,744.00	Video Surveillance Installation (Install security cameras throughout facility to allow for definitive answers to contact tracing and social distancing.)
Clear Vision Residential Treatment Services, Inc.	2600 - Operation and Maintenance	400 - Purchased Property Services	\$7,881.00	Front Entrance Door Security (Install door entry intercom, video camera, buzzer entry system) to allow for screening of visitors while

N&D Institution Name	Function	Object	Amount	Description
				having evidence for contact tracing and social distancing.
Clear Vision Residential Treatment Services, Inc.	2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$5,520.00	Staff Training (Staff training for all direct care staff on health and safety measures on how to prevent, prepare and respond to the virus)
Clear Vision Residential Treatment Services, Inc.	2600 - Operation and Maintenance	600 - Supplies	\$6,440.00	Resident Supplies (Clothing, Personals, Hygiene, etc.) to prevent spread of virus from sharing of items.
Clear Vision Residential Treatment Services, Inc.	2600 - Operation and Maintenance	400 - Purchased Property Services	\$9,200.00	HVAC Servicing (Service all HVAC units and make upgrades if needed, clean out ventilation and filtration system) to improve air quality and reduce risk of virus transmission
Clear Vision Residential Treatment Services, Inc.	2600 - Operation and Maintenance	400 - Purchased Property Services	\$13,800.00	Ventilation & Filtration Cleaning to improve air quality and reduce risk of virus transmission
				Kitchen Appliances Servicing - Service

N&D Institution Name	Function	Object	Amount	Description
Clear Vision Residential Treatment Services, Inc.	2600 - Operation and Maintenance	400 - Purchased Property Services	\$3,220.00	all kitchen appliances to ensure proper function and prevent virus transmission with extra touching and fixing of items
Clear Vision Residential Treatment Services, Inc.	2600 - Operation and Maintenance	400 - Purchased Property Services	\$3,220.00	Facility Repairs (Repair filters and leaks in facility to allow for fresh air in preparation of slowing transmission of the virus as well as limit outside individuals entering the facility for ongoing repairs to prevent the transmission of the virus
Adelphoi Village LaSaQuick Residential Treatment	2600 - Operation and Maintenance	600 - Supplies	\$4,600.00	Dorm Supplies- New beds, blankets, pillows, sheets, mattress pads, pillow covers, rugs to allow for replacements during frequent washings to combat virus transmission
				Front Entrance Door Security School/Unit (Install door entry intercom, video

N&D Institution Name	Function	Object	Amount	Description
Adelphoi Village LaSaQuick Residential Treatment	2600 - Operation and Maintenance	300 - Purchased Professional and Technical Services	\$12,880.00	camera, badge scanner) to allow for contact tracing and limit visitors from entering the building without being screened to prevent transmission of virus to residents.
Adelphoi Village LaSaQuick Residential Treatment	2400 - Health Support Services	600 - Supplies	\$5,000.00	Cleaning and Sanitization supplies, PPE Equipment (masks, gloves)
Adelphoi Village LaSaQuick Residential Treatment	2600 - Operation and Maintenance	400 - Purchased Property Services	\$9,200.00	Additional Video Surveillance Installation (Install security cameras throughout facility to allow for cut and dry contact tracing when reviewing cameras and social distancing.
Adelphoi Village LaSaQuick Residential Treatment	4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$13,800.00	Pavilion construction to allow for fresh outside air while social distancing to prevent transmission of virus
Adelphoi Village LaSaQuick Residential Treatment	2600 - Operation and Maintenance	600 - Supplies	\$2,600.00	Picnic tables to allow for social distancing while outside to prevent transmission of virus

N&D Institution Name	Function	Object	Amount	Description
Adelphoi Village LaSaQuick Residential Treatment	2600 - Operation and Maintenance	500 - Other Purchased Services	\$20,567.00	Purchase services for a new sink, floor, windows, kitchen equipment and fiberglass walls to facilitate cleaning of areas for the COVID virus, and improved intake of fresh air. In addition, all upgrades will be ADA compliant
Adelphoi Village LaSaQuick Residential Treatment	5000 - OTHER EXPENDITURES AND FINANCING USES	900 - Indirect Costs Rate	\$5,139.00	Approved Indirect Cost Rate
Clear Vision Residential Treatment Services, Inc.	5000 - OTHER EXPENDITURES AND FINANCING USES	900 - Indirect Costs Rate	\$10,916.00	Approved Indirect Cost Rate
Clear Vision Residential Treatment Services, Inc.	2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	\$19,096.00	Virtual Supplies (TVs, Laptops, network security) to enhance virtual visit experience for residents to prevent transmission of virus with in-person experiences
			\$230,543.00	

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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$53,544.00	\$0.00	\$0.00	\$19,096.00	\$0.00	\$72,640.00
2200 Staff Support Services	\$0.00	\$0.00	\$5,520.00	\$0.00	\$0.00	\$0.00	\$0.00	\$5,520.00
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	\$5,000.00	\$0.00	\$5,000.00
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	\$12,880.00	\$52,961.00	\$20,567.00	\$31,120.00	\$0.00	\$117,528.00
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	\$13,800.00	\$13,800.00
	\$0.00	\$0.00	\$71,944.00	\$52,961.00	\$20,567.00	\$55,216.00	\$13,800.00	\$214,488.00
Approved Indirect Cost/Operational Rate: 0.0800								\$16,055.00
Final								\$230,543.00

