

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
Lancaster County Youth Intervention Center
Lancaster County Prison

Section: Narratives - Engaging Stakeholders in Plan Development

Engaging Stakeholders in Plan Development

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

Stakeholder Engagement

Describe how the N&D Institutions, in planning for the use of ARP ESSER funds, has engaged or will engage in meaningful consultation with applicable stakeholders. **(3,000 characters max)**

(Stakeholders include any relevant group to the N&D Institutions, such as students; families; school and district administrators (including special education administrators); teachers; principals; school leaders; other educators; school staff; and unions. In addition, to the extent that the following groups are present in or served by the N&D Institutions, stakeholders also include community partners, civil rights organizations (including disability rights organizations); stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migrant students, children who are incarcerated, and other underserved students; and tribes.)

N&D Institution Name	Stakeholder Engagement
Lancaster County Prison	A stakeholder brainstorming meeting was held with numerous team members including the Deputy Warden, Inmate Treatment Specialist, Director of Instructional Programs, Associate Principal of Alternative Programs, and the classroom teacher. Student feedback was also taken into consideration. The team reviewed the allowable spending guidelines and then engaged in prioritizing needs that would be best support students. Stakeholders were identified for participation because their experiences were considered helpful and relevant in this context.
Lancaster County Youth Intervention Center	A stakeholder brainstorming meeting was held with numerous team members including, the facility director, program director, representatives from Children and Youth, Juvenile Probation, Lancaster County BHDS, Director of Facilities, Department of Corrections, and Aramark, Associate Principal for Alternative Programs. The team reviewed the allowable spending guidelines and then engaged in prioritizing needs that would be best support

N&D Institution Name	Stakeholder Engagement
	students. Stakeholders were identified for participation because their experiences were considered helpful and relevant in this context.

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
Lancaster County Prison	After stakeholders reviewed data and prioritized needs, attention was given to identifying high leverage strategies that are directly responsive to COVID learning loss and mitigation. Following the group's consensus, the classroom teacher and Director of Instructional Programs developed a comprehensive plan that addresses learning gaps, student access and engagement, social-emotional health and the transition to college and career post incarceration.
Lancaster County Youth Intervention Center	After stakeholders reviewed data and prioritized needs, attention was given to identifying high leverage strategies that are directly responsive to COVID learning loss and mitigation. Areas of focus are: air purification, increasing learning space, student security software, enhanced STEM opportunities, and intervention resources.

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
Lancaster County Prison	A comprehensive plan was developed using internal data and stakeholder input that addresses learning loss, social emotional health, and the transition back to the community. This plan will be posted publicly

N&D Institution Name	Public Access to N&D Institutions Plan for the Funds
	to the website within 90 days of receipt of funding.
Lancaster County Youth Intervention Center	A comprehensive plan was developed using internal data and stakeholder input that addresses learning loss, social emotional health, and the transition back to the community. This plan will be posted publicly to the website within 90 days of receipt of 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.

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
			Air Quality improvement – Check building ventilation for toxic components that may

N&D Institution Name	Type of Project	Name of Proposed Project	Brief Description of Proposed Project
Lancaster County Youth Intervention Center	Construction	N&D Air Circulation	need to be removed to improve air quality.HVAC system1. Duct work Cleaning2. Air Quality Testing3. Resealing/relining duct work to air handler
Lancaster County Youth Intervention Center	Construction	Upgrade Gymnasium	Interior Building UpgradeGymnasium1. Repaint walls, steel beams (ceiling)2. Install Safety Net in rafters beneath light system3. Replace Insulation at top of walls
Lancaster County Youth Intervention Center	Construction	Outdoor Classroom	Pavilion or outside gathering/learning space-South Yard



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
Lancaster County Youth Intervention Center	http://lcyic.com/home.htmhttps://mk0sdlancasterjic6bx.kinstacdn.com/wp-content/uploads/2021/08/Youth-Intervention-Center-Pandemic-Plan.pdf
Lancaster County Prison	https://mk0sdlancasterjic6bx.kinstacdn.com/wp-content/uploads/2021/08/2021-LCP-TITLE-I-COVID-PLAN.pdf



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

Neglected Institutions

Agency: Lancaster SD

Neglected Institution: Lancaster County Prison

Allocation Amount: \$48,382.00

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	The loss of instructional time during the first eight months of the pandemic was significant due to isolation restrictions based on inmates. As a result, students fell behind in all subject areas. This was evident in units completed, unit end assessments, and focus groups with prison personnel.
Chronic Absenteeism	Students are incarcerated. Absenteeism is not an issue.
Student Engagement	Youth involved in the criminal justice system often require a greater level of instructional support than their typical peers.
Social-emotional Well-being	Periods of extended isolation and quarantine have had a negative impact on students. Inmates have reported feeling depressed as a result of COVID mitigation/limitations.
Other Indicators	Focus group participants report that inmates would benefit from additional College and Career Readiness supports. At the time of release, students report feeling illprepared for the transition back into the community and the workforce.

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
Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	Youth involved in the criminal justice system often require a greater level of instructional support than their typical peers. These funds will be utilized to create a more flexible learning environment that includes remediation and engagement strategies that meet the needs of low performing students. The impact will be measured by successful course completion.

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	Create a flexible learning environment.Enhance access to technology.Provide targeted acceleration to ensure students are learning on grade level.

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.

Incarcerated Youth

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

	Strategy Description
Strategy #2	Implement a Social-Emotional Curriculum/Program that focuses on student wellness. Develop a College and Career Readiness Pathway for students who are transitioning out of the prison.

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.

Incarcerated Youth

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)
Student learning, including academic impact of lost instructional time during the COVID-19 pandemic	APEX Course Completion: Disaggregated by Race and Children with Disabilities Keystone Proficient/Advanced: Disaggregated by Race and Children with Disabilities
Opportunity to learn measures (see help text)	Access to Technology: Classroom and Cellhouse
Jobs created and retained (by number of FTEs and position type) (see help text)	NA
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	NA (Currently funded through Title 1 N&D)

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
Access to Instruction	Enhance learning environment. Update and increase the technology available to learners. Create a one to one device learning opportunity in both the classroom and the cellhouse.
Access to Instruction	Implement a Social-Emotional Curriculum/Program that focuses on student wellness. Develop a College and Career Readiness Pathway for students who are transitioning out of the prison.
Access to Instruction	Accelerate learning to recover loss through aggressive intervention.

Neglected Institutions

Agency: Lancaster SD

Neglected Institution: Lancaster County Youth Intervention Center

Allocation Amount: \$163,288.00

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	The Youth Intervention Center collected and reviewed data from a variety of sources including end of year report cards, retention rates and semester based data from virtual vs in person instruction, standardized testing, diagnostic testing, classroom formative assessments, student feedback, and teacher feedback.
Chronic Absenteeism	Student absenteeism is not a relevant indicator. Students reside in a facility and attend class daily.
Student Engagement	Student engagement fluctuates based on the current population. Assignment, assessment, and course completion are indicators of active engagement. Additionally, conduct referrals for disciplinary infractions serve as a strong indicator of engagement.
Social-emotional Well-being	In determining the social-emotional impact on students, the Youth Intervention Center reviewed the student requests for counseling, anecdotal records from wellness check-ins, and reports from onsite counselors.
Other Indicators	Stakeholder group members voiced a concern specific to air quality and maximizing usage of space.

Documenting Disproportionate Impacts

2. Identify the **student** groups in the N&D that faced particularly significant impacts from the pandemic. For each, provide specific strategies that were used or will be used to identify and measure impacts.

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Students from low-income families	Due to the transient nature of the student population, the low income subgroup was selected because it remains consistently represented. Year report cards, retention rates and semester based data from virtual vs in person instruction, standardized testing, diagnostic testing, classroom formative assessments, student feedback, and teacher feedback are the primary data points utilized. Behavior infractions also serve as a data point for assessing student engagement and social emotional health.

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	Due to the ever changing nature of the student population, it is critical ensure that the highest level of health and safety practices are put into place. In addition to masking, distancing, and other mitigation protocols, an air quality assessment will be conducted. This may result in duct cleaning, air purification, and/or resealing. Additionally, enhancements will be made to the gymnasium to ensure that the space is designed to maximize opportunities for learning and increase the reasons for use. Lastly, an outdoor classroom will be added to the south yard.

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:

Air quality and maximizing space utilization

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.

NA

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

	Strategy Description
Strategy #2	To address the academic impact of lost instructional time, the Youth Intervention Center will invest in a STEM lab that will include live science materials and robotics equipment. This will allow students to take classroom learning to the application level which will increase the taxonomy of learning while presenting hands on opportunities that will engage students in learning. Additionally, mobile white boards, student laptop monitoring software, and a poster maker will strengthen the quality of instruction while providing safety measures. Lastly, student libraries will be enhanced.

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:

NA

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.

NA

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

	Strategy Description
Strategy #3	To address the social-emotional needs of students, classrooms will be equipped with therapeutic seating and sensory items. Additionally, staff will participate in trainings specific to trauma.

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:

NA

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:

NA

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	Due to the transient nature of the student population, the low income subgroup was selected because it remains consistently represented. Year report cards, retention rates and semester based data from virtual vs in person instruction, standardized testing, diagnostic testing, classroom formative assessments, student feedback, and teacher feedback are the primary data points utilized. Behavior infractions also serve as a data point for assessing student engagement and social emotional health.
Opportunity to learn measures (see help text)	Assignment, assessment, and APEX course completion are indicators of active engagement. Additionally, conduct referrals for disciplinary infractions serve as a strong indicator of engagement. A technology audit was recently completed and new devices were provided to both students and staff.
Jobs created and retained (by number of FTEs and position type) (see help text)	NA
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	Students will have access to extended day and summer programs to address learning loss.

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
-----------------------	--------------------

Access to Instruction	Student learning needs will be supported through increased learning spaces, enhanced online learning security, and access to hands on learning materials that will supplement core curriculum. Supporting students social emotional health will also be a priority. Teachers will be provided with professional learning opportunities that will better equip them to serve this high need student population. Additionally, classrooms will be stocked with flexible seating and sensory objects.
Mitigation Strategies	An air quality assessment will be conducted to ensure that circulating air is clean and meeting health and safety expectations.

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$211,670.00

Allocation

\$211,670.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

N&D Institution Name	Function	Object	Amount	Description
Lancaster County Prison	1000 - Instruction	600 - Supplies	\$12,300.00	Desktop Computers, iPads, and Printer
Lancaster County Prison	1000 - Instruction	600 - Supplies	\$1,860.00	Wall Mount Projector/Screen
Lancaster County Prison	1000 - Instruction	600 - Supplies	\$5,000.00	Individual Student Learning Spaces and Resources
Lancaster County Prison	1000 - Instruction	600 - Supplies	\$10,000.00	Supplemental Resources for Core Instruction
Lancaster County Youth Intervention Center	1000 - Instruction	600 - Supplies	\$30,000.00	Duct Work, Air Quality Testing, Resealing/relining duct work
Lancaster County Youth Intervention Center	1000 - Instruction	600 - Supplies	\$20,000.00	Gymnasium upgrade and enhancement
Lancaster County Youth Intervention Center	1000 - Instruction	600 - Supplies	\$5,000.00	Student Laptop Monitoring Software

N&D Institution Name	Function	Object	Amount	Description
Lancaster County Youth Intervention Center	1000 - Instruction	600 - Supplies	\$3,000.00	Poster Maker
Lancaster County Youth Intervention Center	1000 - Instruction	600 - Supplies	\$3,000.00	Mobile sensory cart
Lancaster County Youth Intervention Center	1000 - Instruction	600 - Supplies	\$30,000.00	Outdoor Classroom
Lancaster County Youth Intervention Center	1000 - Instruction	600 - Supplies	\$3,000.00	Art Program Supplies
Lancaster County Youth Intervention Center	1000 - Instruction	600 - Supplies	\$3,000.00	Recreation and Restorative Equipment
Lancaster County Youth Intervention Center	1000 - Instruction	600 - Supplies	\$3,000.00	Mobile Smartboard
Lancaster County Youth Intervention Center	1000 - Instruction	600 - Supplies	\$400.00	New Mobile Whiteboards
Lancaster County Youth Intervention Center	1000 - Instruction	600 - Supplies	\$3,000.00	Literacy Library
Lancaster County Youth Intervention Center	1000 - Instruction	600 - Supplies	\$3,000.00	Live Science Materials
Lancaster County Youth Intervention Center	1000 - Instruction	600 - Supplies	\$10,000.00	Building Therapeutic Seating

N&D Institution Name	Function	Object	Amount	Description
Lancaster County Youth Intervention Center	1000 - Instruction	300 - Purchased Professional and Technical Services	\$10,000.00	Additional Trainings
Lancaster County Youth Intervention Center	1000 - Instruction	600 - Supplies	\$26,888.00	STEM Lab and Instructor
Lancaster County Youth Intervention Center	1000 - Instruction	600 - Supplies	\$10,000.00	Creative Hope Studio
			\$192,448.00	

Section: Budget - Support and Non-Instruction Expenditures

BUDGET OVERVIEW

Budget

\$211,670.00

Allocation

\$211,670.00

Budget Over(Under) Allocation

\$0.00

SUPPORT AND NON-INSTRUCTION EXPENDITURES

N&D Institution Name	Function	Object	Amount	Description
Lancaster County Prison	2100 - SUPPORT SERVICES – STUDENTS	500 - Other Purchased Services	\$10,000.00	Contracted Services for Social Emotional Health Support
Lancaster County Prison	2100 - SUPPORT SERVICES – STUDENTS	500 - Other Purchased Services	\$9,222.00	Contracted Services for Post-Incarceration Support
			\$19,222.00	

Section: Budget - Budget Summary
BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$10,000.00	\$0.00	\$0.00	\$182,448.00	\$0.00	\$192,448.00
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	\$0.00	\$0.00	\$19,222.00	\$0.00	\$0.00	\$19,222.00
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
	\$0.00	\$0.00	\$10,000.00	\$0.00	\$19,222.00	\$182,448.00	\$0.00	\$211,670.00
Approved Indirect Cost/Operational Rate: 0.0443								\$0.00
Final								\$211,670.00

