

N&D ARP ESSER eGrant Application

Institution Name: Harborcreek Youth Services

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).

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

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.

Include your Health and Safety Plan in the email with this narrative.

URL:

<https://static1.squarespace.com/static/5e6a76b437f6a60c8e9d2187/t/612d1238f432460d88619494/1630343737376/ARP+ESSER+Health+and+Safety+Plan+Guidance+-HYS.pdf>

Institution Narrative

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	Local Assessments, including student records and need for credit recovery, comparing transcripts, searching IEP goals and records, and comparing previous report cards
Chronic Absenteeism	Local Assessments dependent on the number of students affected by a sick client or staff member
Student Engagement	Local Assessments, Client Satisfaction Surveys, BASC Test Scores
Social-emotional Well-being	Local Assessments, Treatment Team Meetings, Therapist Notes, Medical Records, "Trauma Symptom Checklist" Surveys, Bio-psycho social profiles
Other Indicators	As we work with children with a history of complex trauma, we use various scales, assessments, and methods to measure their progress. We also administer surveys upon admission and discharge.

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
Disabilities	Strategies that were/are being used to identify and measure impacts are Performance and Quality Improvement surveys, including client

	satisfaction surveys, BASC Test Scores, Trauma Symptom Checklist scores, reports from educators, therapists, residential, and medical staff, and the assessments mentioned above related to Academic Impact of Lost Instructional Time.
Other groups	As a PRRI school and a Psychiatric Residential Treatment Center, the kids we work with live and attend school at the agency while receiving intensive behavioral health services. The pandemic shifted everyone's routine, including holding school, receiving medications, and eating in their unit. All of the clients we work with have a history of complex trauma and had to contend with an even more difficult situation while still receiving their education and services. The strategies to measure these impacts mentioned above also apply here.
Select	
Select	

Definitions:

- Low income - Students from low-income families
- Racial or Ethnic Groups - Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)
- Gender - Gender (e.g., identifying disparities and focusing on underserved student groups by gender)
- English learners
- Disabilities - Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))
- Homeless - Students experiencing homelessness
- Foster Care - Children and youth in foster care
- Migrant students

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 1: Employing the use of online learning via a virtual learning platform was essential to continuing our educational program without interruption. At HYS, we have five different "units" that live in different dormitories, but during the school day these groups are mixed depending on grade level and need. Because of the pandemic, we needed to find a way to keep each unit isolated from each other to contain the spread of illness. We removed the students from their classrooms and set up classrooms in each dormitory's common room. A teacher was assigned to each unit and guided students through customized virtual learning modules. This also allowed a form of consistency that is vital to youth with behavioral health issues. On the other hand, this spread our existing staff very thin, which is why we are requesting to use ESSER funding for four specific positions that have been identified as being essential to providing support to students during this time.

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

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

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

- ☐ Students from low-income families
- ☐ Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)
- ☐ Gender (e.g., identifying disparities and focusing on underserved student groups by gender)
- ☐ English learners
- ☐ Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))
- ☐ Students experiencing homelessness
- ☐ Children and youth in foster care
- ☐ Migrant students
- ☐ Other student groups: (provide description below)

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

Strategy 3:

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

- ☐ Academic impact of lost instructional time
- ☐ Chronic absenteeism
- ☐ Student engagement
- ☐ Social-emotional well-being
- ☐ Other impact

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

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

- ☐ Students from low-income families
- ☐ Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)
- ☐ Gender (e.g., identifying disparities and focusing on underserved student groups by gender)

This nurse assisted in teaching COVID-19 mitigation measures to youth and staff. She was responsible for daily screening and monitoring of symptoms and temperatures for all kids and staff, which increased to twice a day when youth were quarantined. This nurse made mobile medicine passes to accommodate youth restricted to their residential unit due to quarantine. She assisted with on-site COVID-19 sample collection, which at times involved testing large numbers of staff and youth. This nurse also supported the implementation of on-site COVID-19 vaccination clinics for youth and personnel. Finally, she provided encouragement and mental health support to youth who were anxious or upset by personal issues related to the pandemic.

4. Teacher Assistant

The teacher assistant position was added as an additional support for the students as they had increased needs with regard to being educated outside the school setting and within their living units due to the pandemic. The inclusion of a virtual learning platform came with added need for supports for the students as well as the teachers.

Adding a teacher assistant allowed the school to give one-on-one support as students made adjustments to their academic schedule and learning process. The teacher also was able to gain the support of additional staff in their classroom as the entire team learned the “ins and outs” of utilizing the virtual platform and made allowances for changes in the learning process due to COVID-19.

Lastly, the teacher assistant was able to cover any classroom absences by teachers if they were ill, had exposure to COVID or were under quarantined for any reason.

ARP ESSER Budget Sheet

Enter your Total Allocation	\$	563,389.00
Consortium Fee	\$	31,889.94
Amount to Budget	\$	531,499.06
Total Amount Budgeted	\$	531,499.06
Remaining to Budget	\$	(0.00)

[illegible]

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
Staff Recruitment, Support, and Retention	We plan to use ARP ESSER funds to retain four specific positions, including an additional Nurse (RN), a Therapist Assistant, an additional Therapist, and a Teaching Assistant. Our students and staff are under a significant amount of increased stress related to the pandemic. Each of these positions allow continuity of care and education as we cope with professionals in quarantine and limits within our agency (please see addendum for description of staff positions).
Please select	
Please select	

Please return to Jamie_miller@iu5.org once complete.