

Section: Narratives - Assessing Impacts and Needs

SCHOOL ENTITY ARP ESSER APPLICATION

The Pennsylvania Department of Education (PDE) recognizes the extraordinary efforts made by School Entities, schools, and educators to support students during the COVID-19 pandemic. The application below requests information from School Entities about: (1) Needs and impacts resulting from the pandemic, (2) Stakeholder engagement in the development of plans to respond to these needs and impacts, (3) Specific elements in the School Entity 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. As used in this application, "School Entity" refers to the Grantee defined in the Grant Agreement.

ARP ESSER includes a significant focus on vulnerable student populations. Given these requirements, as well as PDE's own equity commitments, the School Entity 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 School Entity (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).

Section I: Assessing Impacts and Needs

In this first section, School Entities are asked to describe the impact of the pandemic on their students, examine disproportionate impacts on specific student groups, and highlight the School Entity'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 School Entity 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

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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	Quarterly grades reflecting academic loss are reviewed both individually and aggregately by grade level. Other indicators of loss include remote learning log-in time to measured amount of work attempted and actual work completed.
Chronic Absenteeism	Absenteeism is recorded daily which was challenging during remote instruction. Attendance was recorded according to completed and submitted work and monitoring student's class log in time.
Student Engagement	Quarterly review of the number of elopements and restraints. Student engagement was also assessed per students, Medical Director, Campus Director, Cottage Supervisors, Teacher Assistants, Behavior Support Manager, Special Education Supervisor and Supervisor of Academic/Career Service reports. There were several schoolwide and community-based social and recognition events which were cancelled due to social distancing restrictions. Cancelled events included report card recognition, student council, sports, special outings such as going to the movies.
Social-emotional Well-being	Students, Medical Director and Campus Director, Cottage Supervisors, Teacher Assistants and Behavior Support Manager, Special Education Supervisor, Supervisor of Academic/Career Services were submitting or requesting more social work case management and counseling than pre pandemic.
Other Indicators	

Documenting Disproportionate Impacts

2. Identify the **student** groups in the School Entity 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	All students, day and residential reported that in person learning was more effective in engaging them. These are low-income students that did not consistently participate in remote instruction when offered. Two Special Education teachers will be hired. Students will continue to be surveyed. There will be ongoing monitoring of report cards, class participation and student hands on exhibits which reflect student level of engagement. The number of restraints and elopements during the school day will be reviewed and analyzed at least on a quarterly basis.

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Students from low-income families	Residential students were restricted to campus only recreation events. These are low-income residential students with significant behavioral health challenges. The elimination of outside activities negatively impacted the student morale and consequently student academic achievement. A full-time recreation coordinator was secured to deliver on site activities.

Reflecting on Local Strategies

3. Provide the School Entity’s assessment 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	Drivers, social workers, teachers and case managers increased their face to face contact with students by completing visits and sessions outside, with social distancing and masking. This strategy was supported by a student survey results. All CVCA students were surveyed in February 2021. Students reported:63% on-line learning was not effective67% felt they were not learning without a teacher91% did not like on-line learning86% would like to have their teacher back rather than continue on-line learning

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.

Students that did not consistently participate in remote instruction when offered during school building closures

Reflecting on Local Strategies: Strategy #2

	Strategy Description
Strategy #2	Addressing the social/emotional isolation of the students with restriction of not leaving campus. Pizza/water ice events, social/fun activities such as game truck, creative writing, and poetry contest, used art as an opportunity for expression, “virtually traveled around the world” through monitored internet access, increased laptop access , included students in CVCA virtual conversations with state legislators and local judges. Hired a full-time recreation coordinator.

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

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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.

Residential students

Reflecting on Local Strategies: Strategy #3

	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:

Section: Narratives - Engaging Stakeholders in Plan Development

Section II: Engaging Stakeholders in Plan Development

In this second section, School Entities 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 School Entity will make its School Entity 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.

4. Stakeholder Engagement

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

(Stakeholders include students; families; LEA representation, School Entity teachers; School Entity principals; School Entity leaders; other educators; school staff; and unions. In addition, to the extent that the following groups are present in or served by the School Entity, 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.)

All CVCA students were surveyed in February 2021. Students reported:63% on-line learning was not effective67% felt they were not learning without a teacher91% did not like on-line learning86% would like to have their teacher back rather than continue on-line learningTeacher feedback collected through supervision and faculty meetings included suggestions of increasing number of teachers per student and more classroom space to support social distancing. CVCA Chief Financial Officer (CFO) was consulted for developing this application budget and pandemic financial impact on the education budget.The use of ESSER funds will be reviewed at a CVCA Board Program committee meeting for meaningful consultation. CVCA Board has reviewed and approved the application required Health and Safety Plan.CVCA's plan for use of these ARP ESSER funds will be made publicly available on the CVCA website with 90 days of receipt of the funding.

5. Use of Stakeholder Input

Describe how the School Entity has taken or will take stakeholder and public input into account in the development of the School Entity Plan for the Use of ARP ESSER Funds. **(3,000 characters max)**

Per student and teacher's preference, secured a different virtual education vendor which is more student and teacher friendly and contains more engaging subject matter. Moved teachers to larger rooms. In person teaching will be increased with the hiring of two new teachers. CFO will develop and review this application's proposed budget. The use of ESSER funds will be reviewed at a CVCA Board Program committee meeting for meaningful consultation. ESSER funds will be used to replace windows which can not currently be opened. This has been of concern to staff, teachers and students.

6. Public Access to LEA Plan for the Use of ARP ESSER Funds

Describe the process for development, approval, and making public the School Entity Plan for the Use of ARP

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ESSER Funds. The School Entity Plan for the Use of ARP ESSER Funds must be made publicly available on the School Entity website and submitted to PDE within 90 days of School Entity 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)**

The School Entity Plan for Use of ARP ESSER Funds will include input from CVCA Chief Financial Officer and Director of Education. The plan will be approved by the Chief Executive Officer and reviewed by the CVCA Board Finance Committee. The CVCA Entity Plan will be posted on the CVCA website and submitted to PDE within 90 days of funding receipt. The plan will be written in language that parents and caregivers can understand. If requested by a parent or caregiver with a disability, an alternative format will be provided.

Section: Narratives - Plan for ARP ESSER Funds

Section III: Plan for ARP ESSER Funds

In this third section, School Entities are asked to reflect on both the impacts and needs described in Section I and stakeholder engagement described in Section II to provide a description of the School Entity plan for the use of ARP ESSER funds, that address the impact of lost instructional time as required by section 2001(e)(1) of the ARP Act.

7. Plan for Funds

How will the School Entity spend its ARP ESSER funds as outlined in the fields below? Please select from the options below and provide an explanation.

1. Continuity of Services: How will the School Entity 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, as applicable?
2. Access to Instruction: How will the School Entity use ARP ESSER funds to support the goals of increasing opportunity to learn and equity in instructional delivery, as applicable? 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 School Entity 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, as applicable? Consider the School Entity’s Health and Safety Plan in developing the response.
4. Facilities Improvements: How will the School Entity 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 School Entity's Health and Safety Plan in developing the response.
5. Staff Recruitment, Support, and Retention: How will the School Entity use ARP-ESSER funds to maintain staff and provide professional training and/or improve working conditions for staff?
6. Other, Summer School, Extended Day, Other Student Programs

Plan for Funds	Explanation
Facilities Improvements	1) Replace windows that do not currently open to reduce risk of virus transmission and significantly improve ventilation. This will also improve working conditions for staff. 2) Upgrade HVAC system - replace 2 boilers3) Increase air quality with air filtration sysytem. This will also support virus prevention and mitigation.

Section: Narratives - Monitoring and Measuring Progress

Section IV: Monitoring and Measuring Progress

In this fourth section, School Entities are asked to describe efforts to build local capacity to ensure high-quality data collection and reporting to safeguard funds for their intended purposes.

8. Capacity for Data Collection and Reporting

School Entities must continuously monitor progress and adjust strategies as needed. Describe the LEA’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	Monitor progress through quarterly grading and Interim reports issued to parents and students six weeks before each quarter end. Teachers discuss interim reports with individual students to develop improvement plans, when needed, and supporting individual needs. Academic loss is reviewed individually and will be aggregated according to grade levels.
Opportunity to learn measures (see help text)	Several opportunities have been provided to expand student’s opportunity to learn beyond the “school day hours”. One example is the offering of increased electives such as Excel and PowerPoint. CVCA will monitor student's opportunities to learn and develop strategies to expand those opportunities.
Jobs created and retained (by number of FTEs and position type) (see help text)	The number of FTE employees, position type and new positions and retention is created by CVCA Human Resources and reviewed and analyzed quarterly by the Senior Leadership.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	Student enrolled in the classrooms with the ARP ESSER funded Special Education teachers will be monitored for academic progress. Interim report and report cards will be used for data as well as student participation per teacher report and observation.

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Section: Narratives - ARP ESSER Prior Approval

ARP ESSER PRIOR APPROVAL

School Entities 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. Please enter each contractor/project on a separate line in the table.

Name of Proposed Project	Type of Project	Brief Description of Proposed Project
Replace windows	Capital Expenditure	118,200
Upgrade HVAC Systems	Capital Expenditure	49,150
Enhance Air Filtration	Capital Expenditure	15,000



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

SCHOOL ENTITY HEALTH AND SAFETY PLAN AND URL

Please upload your School Entity Health and Safety Plan and website URL below. Check the assurance indicating that you have completed your upload. Please name the file using your School Entity name followed by Health and Safety Plan. example: "*School Entity Name-Health and Safety Plan*"

School Entities are required to add the URL where the approved plan will be posted to the School Entity's public website. Please add the URL below.

<https://www.cvca-pa.org/who-we-are> Click on the Menu and select Health and Safety Plans



Check Here - to assure that you have successfully uploaded your School Entity Health and Safety Plan.

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$197,046.00

Allocation

\$197,046.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	\$14,696.00	PPE for students, staff, teachers and school visitors \$1,469.60 per month x 10 months Face masks, hand sanitizer, face shields, gloves, sanitizing wipes
		\$14,696.00	

Section: Budget - Support and Non-Instruction Expenditures

BUDGET OVERVIEW

Budget

\$197,046.00

Allocation

\$197,046.00

Budget Over(Under) Allocation

\$0.00

SUPPORT AND NON-INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	500 - Other Purchased Services	\$182,350.00	HVAC upgrades - boiler replacements \$13,900 and \$35,250 Window replacements - \$58,200 and \$60,000 Air filtration system \$15,000
		\$182,350.00	

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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	\$14,696.00	\$0.00	\$14,696.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Grant Content Report
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	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	\$182,350.00	\$0.00	\$0.00	\$182,350.00
	\$0.00	\$0.00	\$0.00	\$0.00	\$182,350.00	\$14,696.00	\$0.00	\$197,046.00
Approved Indirect Cost/Operational Rate:								\$0.00
Final								\$197,046.00

