

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
Carson Valley Children’s Aid -Residential
Carson Valley Children’s Aid – Chestnut Street

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
Carson Valley Children’s Aid -Residential	All CVCA students were surveyed in February 2021. Students reported: 63% on-line learning was not effective 67% felt they were not learning without a teacher 91% did not like on-line learning 86% would like to have their teacher back rather than continue on-line learning Teacher 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

N&D Institution Name	Stakeholder Engagement
	website with 90 days of receipt of the funding.
Carson Valley Children’s Aid – Chestnut Street	Carson Valley Children’s Aid will engage with the students placed at its Chestnut Street location, their teachers, counselors, administrators, and other school personnel. Staff will communicate with school personnel on an ongoing basis to obtain updates on the student’s academic progress.

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
Carson Valley Children’s Aid -Residential	Students and Teachers: 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. CVCA Chief Financial Officer (CFO): CFO will develop and review this application’s proposed budget. CVCA Board and Program Committee: The use of ESSER funds will be reviewed at a CVCA Board Program committee meeting for meaningful consultation.
Carson Valley Children’s Aid – Chestnut Street	Information that is obtained from school personnel is considered when planning for the type of support that is needed for the student to assist in improving academic levels. This information also includes report cards, feedback from inter-agency meetings, and/or improvement plans.

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
Carson Valley Children’s Aid -Residential	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.
Carson Valley Children’s Aid – Chestnut Street	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 - 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.

No

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



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
Carson Valley Children's Aid -Residential	https://www.cvca-pa.org/who-we-are
Carson Valley Children's Aid – Chestnut Street	https://www.cvca-pa.org/who-we-are



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

Neglected Institutions

Agency: Montgomery County IU 23

Neglected Institution: Carson Valley Children's Aid - Chestnut Street

Allocation Amount: \$4,414.00

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	Observed when students would sign on to virtual class on time or late and communication with the teachers.
Chronic Absenteeism	Communication with the youth teacher(s) for absenteeism and logged days when students did not attend virtual schooling.
Student Engagement	Professional parents observed that the youth were reluctant to join the virtual classroom work. They observed that youth did not want to log-in, or they would log-in and not participate. As a result of these observations, Professional Parents provided supervision to encourage students to stay engaged with the learning.
Social-emotional Well-being	Observation of increased depressive behaviors, increased conflicts with other youth, an increase to counseling. Increased counseling and emotional support to youth experiencing social-emotional struggles of not being able to attend in-person learning.
Other Indicators	

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
Children and youth in foster care	Observation of students; their willingness to complete virtual learning and instruction and/or their resistance to completing virtual learning.
Students from low-income families	Observation of students; their willingness to complete virtual learning and instruction and/or their resistance to completing virtual learning.

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	Encourage students to remain engaged with their virtual learning platform. Communicate with the youth’s teachers for absenteeism and logged days when students did not attend virtual schooling. Observation of students; their willingness to complete virtual learning and instruction and/or their resistance to completing virtual learning. Professional parent and parent supervisors directly monitored student’s virtual classrooms. Will create a computer lab with more opportunity to learn and offer more engaging.

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

ii. **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.

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

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.

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

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)**
- 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	Maintain contact and communication with school personnel.
Opportunity to learn measures (see help text)	Tutoring will continue to be available both individually and in groups during the evening. Tutors report to Parent Supervisor and teachers. Create a computer lab with more opportunity to learn and offer more engaging, educationally focused software.
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 quarterly by the Senior Leadership.

	Data Collection and Analysis Plan (including plan to disaggregate data)
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	Student grades for those using the computer lab will be reviewed for academic progress and their report of engagement with learning.

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	A computer lab will be set up for the youth to and increase their opportunities to learn.

Neglected Institutions

Agency: Montgomery County IU 23

Neglected Institution: Carson Valley Children's Aid - Residential

Allocation Amount: \$186,007.00

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	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.

	Methods Used to Understand Each Type of Impact
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 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	Day students were unable to come to campus for their education. 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. Drivers, social workers, and case managers increased their home visits. Meetings were held outside and focused on virtual education engagement such use of IT equipment and understanding the virtual platform. 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.
Students from low-income families	Residential students were restricted to campus only recreation events. These are low-income 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 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	Increased home visits to students. Drivers, social workers, and case managers increased their home visits.

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

ii. **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

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 with significant behavioral health challenges.

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

	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

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.

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

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)
- 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	
Opportunity to learn measures (see help text)	
Jobs created and retained (by number of FTEs and position type) (see help text)	
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	

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

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$190,421.00

Allocation

\$190,421.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

N&D Institution Name	Function	Object	Amount	Description
Carson Valley Children's Aid - Residential	1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$104,000.00	Two full time Special Education Teachers' Salaries @ \$52,000 annual salary
Carson Valley Children's Aid - Residential	1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$33,280.00	Two full time Special Education Teachers' Benefits @ 32% of Salaries
Carson Valley Children's Aid - Residential	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$31,000.00	One Education Support Staff @ \$31,000 annual salary
Carson Valley Children's Aid - Residential	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$9,920.00	One Education Support Staff's benefits @ 32% of annual salary
				Educational Software: WeVideo- Online

N&D Institution Name	Function	Object	Amount	Description
Carson Valley Children's Aid – Chestnut Street	1000 - Instruction	600 - Supplies	\$480.00	video editor tool commonly used by schools, \$10 per month x 4 students x 12 months = \$480
Carson Valley Children's Aid – Chestnut Street	1000 - Instruction	600 - Supplies	\$800.00	Educational Software: Kahoot Learning Through Gaming – Game based learning platform, \$200 per year x 4 students = \$800
Carson Valley Children's Aid – Chestnut Street	1000 - Instruction	600 - Supplies	\$2,610.00	3 Desktop Computers & monitors; Lenovo IdeaCentre AIO 3i 24" All-in-One Computer @ \$870/each
Carson Valley Children's Aid – Chestnut Street	1000 - Instruction	600 - Supplies	\$320.00	Two HP Desktop ENVY 6455e Wireless Printers @ \$160/each
Carson Valley Children's Aid – Chestnut Street	1000 - Instruction	600 - Supplies	\$204.00	Paper for printing, replacement ink
			\$182,614.00	

Section: Budget - Support and Non-Instruction Expenditures

BUDGET OVERVIEW

Budget

\$190,421.00

Allocation

\$190,421.00

Budget Over(Under) Allocation

\$0.00

SUPPORT AND NON-INSTRUCTION EXPENDITURES

N&D Institution Name	Function	Object	Amount	Description
Carson Valley Children's Aid - Residential	2600 - Operation and Maintenance	600 - Supplies	\$7,807.00	12 air purifiers and filters @ \$650.59 each
			\$7,807.00	

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	\$4,414.00	\$0.00	\$4,414.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$31,000.00	\$9,920.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$40,920.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$104,000.00	\$33,280.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$137,280.00
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	\$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

	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
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
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	\$7,807.00	\$0.00	\$7,807.00
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
	\$135,000.00	\$43,200.00	\$0.00	\$0.00	\$0.00	\$12,221.00	\$0.00	\$190,421.00
Approved Indirect Cost/Operational Rate: 0.0750								\$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
							Final	\$190,421.00