**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 |
| --- |
| Pathways Adolescent Center |

**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 |
|---|---|
| Pathways Adolescent Center | Oil City Area School District is our LEA and therefore a Stakeholder. OCASD advised us to use the Edgenuity platform. They felt this was the most appropriate program to address the needs of the differentiated instruction for each student. This program allows us to tailor each student's educational program while in the court appointed setting. We are able to communicate with the student's home district, prior teachers and any other agency necessary to be able to provide the best education to each student. |

**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 |
|---|---|
| | Advice and suggestions are taken from the various Stakeholders. If any changes are needed with the |

| N&D Institution Name | Use of Stakeholder Input |
|---|---|
| Pathways Adolescent Center | individual student, Edgenuity is able to adjust the programming for that student without interrupting the other students. This is important because every student learns differently and at a different pace. |

**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 |
|---|---|
| Pathways Adolescent Center | Pathways Adolescent Center has a website. This website is public and can be accessed at any time. The outline of the ARP ESSER funding for the educational program, as well as the Health and Safety plan are posted online. |

## 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 |
| --- | --- |
| | https://www.pathwaysacenter.com/https://b52ee8d1-4646-4331-aa3d-260b6c52c06b.filesusr.com/ugd/368663_184450293ffe4f7288a96f4c680e47f5.pdf |

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

## Neglected Institutions

**Agency: Oil City Area SD**

**Neglected Institution: Pathways Adolescent Center**

**Allocation Amount: $590,286.00**

   **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** | Once we were allowed to return to instruction, the students struggled. It was apparent by studying the time it took the students to move through their assignments as compared to before the shut down. It was also noticed by the declining grades initially. |
| **Chronic Absenteeism** | N/A |
| **Student Engagement** | Once we noticed the difference between the brick and mortar schools vs. cyber, we immediately realized the benefit of using a virtual platform. |
| **Social-emotional Well-being** | We have several counselors on-site. These counselors send reports outlining the soc-emo well-being of the students. |
| **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 |
|---|---|
| Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples) | All of our students faced significant impacts educationally and emotionally from the pandemic. The impacts were measured by grades, counselor reports and on site staff reports. |

**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** | Boost student success with Edgenuity. |

   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.**

Students followed by Juvenile probation will also be supported by Strategy #1.

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

| | Strategy Description |
|---|---|
| **Strategy #2** | |

i. **Impacts that Strategy #2 best addresses:** (select all that apply)

☐ **Academic impact of lost instructional time**

☐ **Chronic absenteeism**

☐ **Student engagement**

☐ **Social-emotional well-being**

☐ **Other impact**

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

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

☐ **Students from low-income families**

☐ **Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)**

☐ **Gender (e.g., identifying disparities and focusing on underserved student groups by gender)**

☐ **English learners**

☐ **Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))**

☐ **Students experiencing homelessness**

☐ **Children and youth in foster care**

☐ **Migrant students**

☐ **Other student groups: (provide description below)**

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

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

| | Strategy Description |
|---|---|
| **Strategy #3** | |

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

☐ **Academic Impact of Lost Instructional Time**

☐ **Chronic absenteeism**

☐ **Student engagement**

☐ **Social-emotional well-being**

☐ **Other impact**

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** | All data will be collected from the Edgenuity platform. This data will be analyzed by our staff to implement the most beneficial educational programming for each student. |
| **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 |
|---|---|
| Access to Instruction | The funds will be used to address learning loss due to the COVID-19 pandemic. Edgenuity is a full service, virtual program that has been tailored to the specific needs of each of our own students. Historically, our students are the same ones that fall through the cracks in public school when it comes to education. Edgenuity addresses the issue and the curriculum is geared specifically to the individual student and their own pace. We also hired more in-class teachers' aides tohelp the students navigate the online platform. |

**Section: Budget - Instruction Expenditures**

## BUDGET OVERVIEW

**Budget**

$590,286.00

**Allocation**

$590,286.00

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**Budget Over(Under) Allocation**

$0.00

## INSTRUCTION EXPENDITURES

| N&D Institution Name | Function | Object | Amount | Description |
|---|---|---|---|---|
| Pathways Adolescent Center | 1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY | 300 - Purchased Professional and Technical Services | $590,286.00 | Edgenuity - virtual education program |
| | | | **$590,286.00** | |

**Section: Budget - Support and Non-Instruction Expenditures**

BUDGET OVERVIEW

**Budget**

$590,286.00

**Allocation**

$590,286.00

**Budget Over(Under) Allocation**

$0.00

SUPPORT AND NON-INSTRUCTION EXPENDITURES

| N&D Institution Name | Function | Object | Amount | Description |
|---|---|---|---|---|
|  |  |  | $ |  |
|  |  |  | **$0.00** |  |

## Section: Budget - Budget Summary
### BUDGET SUMMARY

| | 100 Salaries | 200 Benefits | 300 Purchased Professional and Technical Services | 400 Purchased Property Services | 500 Other Purchased Services | 600 Supplies 800 Dues and Fees | 700 Property | Totals |
|---|---|---|---|---|---|---|---|---|
| **1000 Instruction** | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| **1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY** | $0.00 | $0.00 | $590,286.00 | $0.00 | $0.00 | $0.00 | $0.00 | $590,286.00 |
| **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 | $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 |

| | 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 | $590,286.00 | $0.00 | $0.00 | $0.00 | $0.00 | $590,286.00 |
| | | | | Approved Indirect Cost/Operational Rate: 0.0000 | | | | $0.00 |
| | | | | | | | Final | $590,286.00 |