

**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
Perseus House, Inc. - Brighter Horizons
Perseus House, Inc. - Girls Enhanced
Perseus House, Inc. - Andromeda House RTF
Perseus House, Inc. - Andromeda House ITU

<b>Building Name</b>
Perseus House, Inc. - CICTP
Perseus House, Inc. - Enhanced RTF
Perseus House, Inc. - Male RTF
Perseus House, Inc. - Shelter
Perseus House, Inc. - Boys ITP

**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
Perseus House, Inc. - Andromeda House ITU	<p>The Perseus House, Inc. (Phi) N&amp;D institutions believe in Stakeholder Engagement. Our identified stakeholder’s include Clients, Instructional Staff, Behavioral Staff, Mental Health Staff, Nursing Staff, Administrators, Covid-19 (C19) Regulatory Bodies, Authorizing Board of Directors, Host Districts, and Placing Agencies. PHi has communicated with most of our stakeholders to evaluate both safety and instructional needs that have been impacted by C19. Through conversations, meetings, and media platforms the system has adapted to best practices to ensure the safety, health, welfare and education of our clients in residence. PHi has facilitated an assessment of our educational locations relative to HVAC and technology barriers. The outcome of these communications have demonstrated to us the need for significant technology upgrades to limit loss of learning and adapt instructional practices and delivery that have been impacted by the onset of C19. As a direct result from these consultations and guidance from our stakeholders most of these funds will enhance the HVAC system to handle the</p>

N&D Institution Name	Stakeholder Engagement
	<p>appropriate air flow and air quality needed. Additionally, the technology infrastructure will be significantly enhanced to allow all our clients to engage in meaningful instruction during the pandemic. This includes the ability to maintain their educational routine during periods when the facilities are on quarantine and classroom shutdown when remote or synchronous learning is warranted. Through out the C19 pandemic PHi shall continue to consult and share information with our stakeholders as to necessary interventions, actions and modifications to ensure mitigation for learning loss and continuity to our client’s health and education.</p>
<p>Perseus House, Inc. - Andromeda House RTF</p>	<p>The Perseus House, Inc. (Phi) N&amp;D institutions believe in Stakeholder Engagement. Our identified stakeholder’s include Clients, Instructional Staff, Behavioral Staff, Mental Health Staff, Nursing Staff, Administrators, Covid-19 (C19) Regulatory Bodies, Authorizing Board of Directors, Host Districts, and Placing Agencies. PHi has communicated with most of our stakeholders to evaluate both safety and instructional needs that have been impacted by C19. Through conversations, meetings, and media platforms the system has adapted to best practices to ensure the safety, health, welfare and education of our clients in residence. PHi has facilitated an assessment of our educational locations relative to HVAC and technology barriers. The outcome of these communications have demonstrated to us the need for significant technology upgrades to limit loss of learning and adapt instructional practices and delivery that have been impacted by the onset of C19. As a direct result from these consultations and guidance from our stakeholders most of these funds will enhance the HVAC system to handle the appropriate air flow and air quality needed. Additionally, the technology infrastructure will be significantly enhanced to allow all our clients to engage in meaningful instruction during the pandemic. This includes the ability to maintain their educational routine during periods when the facilities are on quarantine and classroom shutdown when remote or synchronous learning is warranted. Through out the C19 pandemic PHi shall continue to consult and share information with our stakeholders as to necessary interventions, actions and modifications to</p>

N&D Institution Name	Stakeholder Engagement
	<p>ensure mitigation for learning loss and continuity to our client’s health and education.</p>
<p>Perseus House, Inc. - Boys ITP</p>	<p>The Perseus House, Inc. (Phi) N&amp;D institutions believe in Stakeholder Engagement. Our identified stakeholder’s include Clients, Instructional Staff, Behavioral Staff, Mental Health Staff, Nursing Staff, Administrators, Covid-19 (C19) Regulatory Bodies, Authorizing Board of Directors, Host Districts, and Placing Agencies. PHi has communicated with most of our stakeholders to evaluate both safety and instructional needs that have been impacted by C19. Through conversations, meetings, and media platforms the system has adapted to best practices to ensure the safety, health, welfare and education of our clients in residence. PHi has facilitated an assessment of our educational locations relative to HVAC and technology barriers. The outcome of these communications have demonstrated to us the need for significant technology upgrades to limit loss of learning and adapt instructional practices and delivery that have been impacted by the onset of C19. As a direct result from these consultations and guidance from our stakeholders most of these funds will enhance the HVAC system to handle the appropriate air flow and air quality needed. Additionally, the technology infrastructure will be significantly enhanced to allow all our clients to engage in meaningful instruction during the pandemic. This includes the ability to maintain their educational routine during periods when the facilities are on quarantine and classroom shutdown when remote or synchronous learning is warranted. Through out the C19 pandemic PHi shall continue to consult and share information with our stakeholders as to necessary interventions, actions and modifications to ensure mitigation for learning loss and continuity to our client’s health and education.</p>
	<p>The Perseus House, Inc. (Phi) N&amp;D institutions believe in Stakeholder Engagement. Our identified stakeholder’s include Clients, Instructional Staff, Behavioral Staff, Mental Health Staff, Nursing Staff, Administrators, Covid-19 (C19) Regulatory Bodies, Authorizing Board of Directors, Host Districts, and Placing Agencies. PHi has communicated with most</p>

N&D Institution Name	Stakeholder Engagement
<p>Perseus House, Inc. - Brighter Horizons</p>	<p>of our stakeholders to evaluate both safety and instructional needs that have been impacted by C19. Through conversations, meetings, and media platforms the system has adapted to best practices to ensure the safety, health, welfare and education of our clients in residence. PHi has facilitated an assessment of our educational locations relative to HVAC and technology barriers. The outcome of these communications have demonstrated to us the need for significant technology upgrades to limit loss of learning and adapt instructional practices and delivery that have been impacted by the onset of C19. As a direct result from these consultations and guidance from our stakeholders most of these funds will enhance the HVAC system to handle the appropriate air flow and air quality needed. Additionally, the technology infrastructure will be significantly enhanced to allow all our clients to engage in meaningful instruction during the pandemic. This includes the ability to maintain their educational routine during periods when the facilities are on quarantine and classroom shutdown when remote or synchronous learning is warranted. Through out the C19 pandemic PHi shall continue to consult and share information with our stakeholders as to necessary interventions, actions and modifications to ensure mitigation for learning loss and continuity to our client’s health and education.</p>
<p>Perseus House, Inc. - CICTP</p>	<p>The Perseus House, Inc. (Phi) N&amp;D institutions believe in Stakeholder Engagement. Our identified stakeholder’s include Clients, Instructional Staff, Behavioral Staff, Mental Health Staff, Nursing Staff, Administrators, Covid-19 (C19) Regulatory Bodies, Authorizing Board of Directors, Host Districts, and Placing Agencies. PHi has communicated with most of our stakeholders to evaluate both safety and instructional needs that have been impacted by C19. Through conversations, meetings, and media platforms the system has adapted to best practices to ensure the safety, health, welfare and education of our clients in residence. PHi has facilitated an assessment of our educational locations relative to HVAC and technology barriers. The outcome of these communications have demonstrated to us the need for significant technology upgrades to limit loss of learning and adapt instructional practices and</p>

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	<p>delivery that have been impacted by the onset of C19. As a direct result from these consultations and guidance from our stakeholders most of these funds will enhance the HVAC system to handle the appropriate air flow and air quality needed. Additionally, the technology infrastructure will be significantly enhanced to allow all our clients to engage in meaningful instruction during the pandemic. This includes the ability to maintain their educational routine during periods when the facilities are on quarantine and classroom shutdown when remote or synchronous learning is warranted. Through out the C19 pandemic PHi shall continue to consult and share information with our stakeholders as to necessary interventions, actions and modifications to ensure mitigation for learning loss and continuity to our client’s health and education.</p>
<p>Perseus House, Inc. - Enhanced RTF</p>	<p>The Perseus House, Inc. (Phi) N&amp;D institutions believe in Stakeholder Engagement. Our identified stakeholder’s include Clients, Instructional Staff, Behavioral Staff, Mental Health Staff, Nursing Staff, Administrators, Covid-19 (C19) Regulatory Bodies, Authorizing Board of Directors, Host Districts, and Placing Agencies. PHi has communicated with most of our stakeholders to evaluate both safety and instructional needs that have been impacted by C19. Through conversations, meetings, and media platforms the system has adapted to best practices to ensure the safety, health, welfare and education of our clients in residence. PHi has facilitated an assessment of our educational locations relative to HVAC and technology barriers. The outcome of these communications have demonstrated to us the need for significant technology upgrades to limit loss of learning and adapt instructional practices and delivery that have been impacted by the onset of C19. As a direct result from these consultations and guidance from our stakeholders most of these funds will enhance the HVAC system to handle the appropriate air flow and air quality needed. Additionally, the technology infrastructure will be significantly enhanced to allow all our clients to engage in meaningful instruction during the pandemic. This includes the ability to maintain their educational routine during periods when the facilities are on quarantine and classroom shutdown when remote or</p>

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	<p>synchronous learning is warranted. Through out the C19 pandemic PHi shall continue to consult and share information with our stakeholders as to necessary interventions, actions and modifications to ensure mitigation for learning loss and continuity to our client’s health and education.</p>
<p>Perseus House, Inc. - Girls Enhanced</p>	<p>The Perseus House, Inc. (Phi) N&amp;D institutions believe in Stakeholder Engagement. Our identified stakeholder’s include Clients, Instructional Staff, Behavioral Staff, Mental Health Staff, Nursing Staff, Administrators, Covid-19 (C19) Regulatory Bodies, Authorizing Board of Directors, Host Districts, and Placing Agencies. PHi has communicated with most of our stakeholders to evaluate both safety and instructional needs that have been impacted by C19. Through conversations, meetings, and media platforms the system has adapted to best practices to ensure the safety, health, welfare and education of our clients in residence. PHi has facilitated an assessment of our educational locations relative to HVAC and technology barriers. The outcome of these communications have demonstrated to us the need for significant technology upgrades to limit loss of learning and adapt instructional practices and delivery that have been impacted by the onset of C19. As a direct result from these consultations and guidance from our stakeholders most of these funds will enhance the HVAC system to handle the appropriate air flow and air quality needed. Additionally, the technology infrastructure will be significantly enhanced to allow all our clients to engage in meaningful instruction during the pandemic. This includes the ability to maintain their educational routine during periods when the facilities are on quarantine and classroom shutdown when remote or synchronous learning is warranted. Through out the C19 pandemic PHi shall continue to consult and share information with our stakeholders as to necessary interventions, actions and modifications to ensure mitigation for learning loss and continuity to our client’s health and education.</p>
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N&D Institution Name	Stakeholder Engagement
<p>Perseus House, Inc. - Male RTF</p>	<p>Behavioral Staff, Mental Health Staff, Nursing Staff, Administrators, Covid-19 (C19) Regulatory Bodies, Authorizing Board of Directors, Host Districts, and Placing Agencies. PHi has communicated with most of our stakeholders to evaluate both safety and instructional needs that have been impacted by C19. Through conversations, meetings, and media platforms the system has adapted to best practices to ensure the safety, health, welfare and education of our clients in residence. PHi has facilitated an assessment of our educational locations relative to HVAC and technology barriers. The outcome of these communications have demonstrated to us the need for significant technology upgrades to limit loss of learning and adapt instructional practices and delivery that have been impacted by the onset of C19. As a direct result from these consultations and guidance from our stakeholders most of these funds will enhance the HVAC system to handle the appropriate air flow and air quality needed. Additionally, the technology infrastructure will be significantly enhanced to allow all our clients to engage in meaningful instruction during the pandemic. This includes the ability to maintain their educational routine during periods when the facilities are on quarantine and classroom shutdown when remote or synchronous learning is warranted. Through out the C19 pandemic PHi shall continue to consult and share information with our stakeholders as to necessary interventions, actions and modifications to ensure mitigation for learning loss and continuity to our client’s health and education.</p>
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N&D Institution Name	Stakeholder Engagement
Perseus House, Inc. - Shelter	<p>HVAC and technology barriers. The outcome of these communications have demonstrated to us the need for significant technology upgrades to limit loss of learning and adapt instructional practices and delivery that have been impacted by the onset of C19. As a direct result from these consultations and guidance from our stakeholders most of these funds will enhance the HVAC system to handle the appropriate air flow and air quality needed. Additionally, the technology infrastructure will be significantly enhanced to allow all our clients to engage in meaningful instruction during the pandemic. This includes the ability to maintain their educational routine during periods when the facilities are on quarantine and classroom shutdown when remote or synchronous learning is warranted. Through out the C19 pandemic PHi shall continue to consult and share information with our stakeholders as to necessary interventions, actions and modifications to ensure mitigation for learning loss and continuity to our client’s health and education.</p>

**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
Perseus House, Inc. - Andromeda House ITU	<p>PHi has obtained input from our stakeholders and public sectors, i.e. PDE, the Department of Health, Governor Wolf and National C19 guidance. We have obtained the input to adopt a comprehensive plan that supports the areas within our infrastructure that are current barriers to the safety and educational needs of our clients. In doing so, the plan for use of these funds will directly effect and impact our clients to promote their health and educational needs. The budget expenditures identified within this application support the identified health and educational needs of our clients. PHi shall continue to evaluate the current plan and make necessary adjustments with stakeholder input to ensure the effectiveness/ impact of the ARP ESSER funds.</p>
	<p>PHi has obtained input from our stakeholders and</p>

N&D Institution Name	Use of Stakeholder Input
Perseus House, Inc. - Andromeda House RTF	<p>public sectors, i.e. PDE, the Department of Health, Governor Wolf and National C19 guidance. We have obtained the input to adopt a comprehensive plan that supports the areas within our infrastructure that are current barriers to the safety and educational needs of our clients. In doing so, the plan for use of these funds will directly effect and impact our clients to promote their health and educational needs. The budget expenditures identified within this application support the identified health and educational needs of our clients. PHi shall continue to evaluate the current plan and make necessary adjustments with stakeholder input to ensure the effectiveness/ impact of the ARP ESSER funds.</p>
Perseus House, Inc. - Boys ITP	<p>PHi has obtained input from our stakeholders and public sectors, i.e. PDE, the Department of Health, Governor Wolf and National C19 guidance. We have obtained the input to adopt a comprehensive plan that supports the areas within our infrastructure that are current barriers to the safety and educational needs of our clients. In doing so, the plan for use of these funds will directly effect and impact our clients to promote their health and educational needs. The budget expenditures identified within this application support the identified health and educational needs of our clients. PHi shall continue to evaluate the current plan and make necessary adjustments with stakeholder input to ensure the effectiveness/ impact of the ARP ESSER funds.</p>
Perseus House, Inc. - Brighter Horizons	<p>PHi has obtained input from our stakeholders and public sectors, i.e. PDE, the Department of Health, Governor Wolf and National C19 guidance. We have obtained the input to adopt a comprehensive plan that supports the areas within our infrastructure that are current barriers to the safety and educational needs of our clients. In doing so, the plan for use of these funds will directly effect and impact our clients to promote their health and educational needs. The budget expenditures identified within this application support the identified health and educational needs of our clients. PHi shall continue to evaluate the current plan and make necessary adjustments with stakeholder input to ensure the effectiveness/ impact of the ARP ESSER funds.</p>

N&D Institution Name	Use of Stakeholder Input
Perseus House, Inc. - CICTP	<p>PHi has obtained input from our stakeholders and public sectors, i.e. PDE, the Department of Health, Governor Wolf and National C19 guidance. We have obtained the input to adopt a comprehensive plan that supports the areas within our infrastructure that are current barriers to the safety and educational needs of our clients. In doing so, the plan for use of these funds will directly effect and impact our clients to promote their health and educational needs. The budget expenditures identified within this application support the identified health and educational needs of our clients. PHi shall continue to evaluate the current plan and make necessary adjustments with stakeholder input to ensure the effectiveness/ impact of the ARP ESSER funds.</p>
Perseus House, Inc. - Enhanced RTF	<p>PHi has obtained input from our stakeholders and public sectors, i.e. PDE, the Department of Health, Governor Wolf and National C19 guidance. We have obtained the input to adopt a comprehensive plan that supports the areas within our infrastructure that are current barriers to the safety and educational needs of our clients. In doing so, the plan for use of these funds will directly effect and impact our clients to promote their health and educational needs. The budget expenditures identified within this application support the identified health and educational needs of our clients. PHi shall continue to evaluate the current plan and make necessary adjustments with stakeholder input to ensure the effectiveness/ impact of the ARP ESSER funds.</p>
Perseus House, Inc. - Girls Enhanced	<p>PHi has obtained input from our stakeholders and public sectors, i.e. PDE, the Department of Health, Governor Wolf and National C19 guidance. We have obtained the input to adopt a comprehensive plan that supports the areas within our infrastructure that are current barriers to the safety and educational needs of our clients. In doing so, the plan for use of these funds will directly effect and impact our clients to promote their health and educational needs. The budget expenditures identified within this application support the identified health and educational needs of our clients. PHi shall continue to evaluate the current plan and make necessary adjustments with stakeholder input to ensure the effectiveness/ impact</p>

N&D Institution Name	Use of Stakeholder Input
	of the ARP ESSER funds.
Perseus House, Inc. - Male RTF	PHi has obtained input from our stakeholders and public sectors, i.e. PDE, the Department of Health, Governor Wolf and National C19 guidance. We have obtained the input to adopt a comprehensive plan that supports the areas within our infrastructure that are current barriers to the safety and educational needs of our clients. In doing so, the plan for use of these funds will directly effect and impact our clients to promote their health and educational needs. The budget expenditures identified within this application support the identified health and educational needs of our clients. PHi shall continue to evaluate the current plan and make necessary adjustments with stakeholder input to ensure the effectiveness/ impact of the ARP ESSER funds.
Perseus House, Inc. - Shelter	PHi has obtained input from our stakeholders and public sectors, i.e. PDE, the Department of Health, Governor Wolf and National C19 guidance. We have obtained the input to adopt a comprehensive plan that supports the areas within our infrastructure that are current barriers to the safety and educational needs of our clients. In doing so, the plan for use of these funds will directly effect and impact our clients to promote their health and educational needs. The budget expenditures identified within this application support the identified health and educational needs of our clients. PHi shall continue to evaluate the current plan and make necessary adjustments with stakeholder input to ensure the effectiveness/ impact of the ARP ESSER funds.

**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

<b>N&amp;D Institution Name</b>	<b>Public Access to N&amp;D Institutions Plan for the Funds</b>
Perseus House, Inc. - Andromeda House ITU	<p>The development of the plan, as outlined previously above, engaged stakeholders and our education community at large. The plan shall be submitted to PDE via egrants for review and approval. The submitted document shall be conveyed to the PHi Board of Directors and reflected in the October Meeting minutes. Upon approval from PDE, PHi will post to our website (<a href="http://www.perseushouse.org">www.perseushouse.org</a>) the approved plan and footnotes citing critical details, expenditures, and anticipated outcomes. This shall be provided in a language that all parents/ caregivers can understand and delivered with modifications upon request from an individual with a disability.</p>
Perseus House, Inc. - Andromeda House RTF	<p>The development of the plan, as outlined previously above, engaged stakeholders and our education community at large. The plan shall be submitted to PDE via egrants for review and approval. The submitted document shall be conveyed to the PHi Board of Directors and reflected in the October Meeting minutes. Upon approval from PDE, PHi will post to our website (<a href="http://www.perseushouse.org">www.perseushouse.org</a>) the approved plan and footnotes citing critical details, expenditures, and anticipated outcomes. This shall be provided in a language that all parents/ caregivers can understand and delivered with modifications upon request from an individual with a disability.</p>
Perseus House, Inc. - Boys ITP	<p>The development of the plan, as outlined previously above, engaged stakeholders and our education community at large. The plan shall be submitted to PDE via egrants for review and approval. The submitted document shall be conveyed to the PHi Board of Directors and reflected in the October Meeting minutes. Upon approval from PDE, PHi will post to our website (<a href="http://www.perseushouse.org">www.perseushouse.org</a>) the approved plan and footnotes citing critical details, expenditures, and anticipated outcomes. This shall be provided in a language that all parents/ caregivers can understand and delivered with modifications upon request from an individual with a disability.</p>
	<p>The development of the plan, as outlined previously above, engaged stakeholders and our education</p>

<b>N&amp;D Institution Name</b>	<b>Public Access to N&amp;D Institutions Plan for the Funds</b>
Perseus House, Inc. - Brighter Horizons	community at large. The plan shall be submitted to PDE via egrants for review and approval. The submitted document shall be conveyed to the PHi Board of Directors and reflected in the October Meeting minutes. Upon approval from PDE, PHi will post to our website ( <a href="http://www.perseushouse.org">www.perseushouse.org</a> ) the approved plan and footnotes citing critical details, expenditures, and anticipated outcomes. This shall be provided in a language that all parents/ caregivers can understand and delivered with modifications upon request from an individual with a disability.
Perseus House, Inc. - CICTP	The development of the plan, as outlined previously above, engaged stakeholders and our education community at large. The plan shall be submitted to PDE via egrants for review and approval. The submitted document shall be conveyed to the PHi Board of Directors and reflected in the October Meeting minutes. Upon approval from PDE, PHi will post to our website ( <a href="http://www.perseushouse.org">www.perseushouse.org</a> ) the approved plan and footnotes citing critical details, expenditures, and anticipated outcomes. This shall be provided in a language that all parents/ caregivers can understand and delivered with modifications upon request from an individual with a disability.
Perseus House, Inc. - Enhanced RTF	The development of the plan, as outlined previously above, engaged stakeholders and our education community at large. The plan shall be submitted to PDE via egrants for review and approval. The submitted document shall be conveyed to the PHi Board of Directors and reflected in the October Meeting minutes. Upon approval from PDE, PHi will post to our website ( <a href="http://www.perseushouse.org">www.perseushouse.org</a> ) the approved plan and footnotes citing critical details, expenditures, and anticipated outcomes. This shall be provided in a language that all parents/ caregivers can understand and delivered with modifications upon request from an individual with a disability.
	The development of the plan, as outlined previously above, engaged stakeholders and our education community at large. The plan shall be submitted to PDE via egrants for review and approval. The submitted document shall be conveyed to the PHi

<b>N&amp;D Institution Name</b>	<b>Public Access to N&amp;D Institutions Plan for the Funds</b>
Perseus House, Inc. - Girls Enhanced	Board of Directors and reflected in the October Meeting minutes. Upon approval from PDE, PHi will post to our website ( <a href="http://www.perseushouse.org">www.perseushouse.org</a> ) the approved plan and footnotes citing critical details, expenditures, and anticipated outcomes. This shall be provided in a language that all parents/ caregivers can understand and delivered with modifications upon request from an individual with a disability.
Perseus House, Inc. - Male RTF	The development of the plan, as outlined previously above, engaged stakeholders and our education community at large. The plan shall be submitted to PDE via egrants for review and approval. The submitted document shall be conveyed to the PHi Board of Directors and reflected in the October Meeting minutes. Upon approval from PDE, PHi will post to our website ( <a href="http://www.perseushouse.org">www.perseushouse.org</a> ) the approved plan and footnotes citing critical details, expenditures, and anticipated outcomes. This shall be provided in a language that all parents/ caregivers can understand and delivered with modifications upon request from an individual with a disability.
Perseus House, Inc. - Shelter	The development of the plan, as outlined previously above, engaged stakeholders and our education community at large. The plan shall be submitted to PDE via egrants for review and approval. The submitted document shall be conveyed to the PHi Board of Directors and reflected in the October Meeting minutes. Upon approval from PDE, PHi will post to our website ( <a href="http://www.perseushouse.org">www.perseushouse.org</a> ) the approved plan and footnotes citing critical details, expenditures, and anticipated outcomes. This shall be provided in a language that all parents/ caregivers can understand and delivered with modifications upon request from an individual with a disability.



**Section: Narratives - ARP ESSER Prior Approval**

**ARP ESSER PRIOR APPROVAL**

N&D Institutions that wish to expend ESSER funds on facilities initiatives may be permitted to:

- make facility upgrades to comply with American Disabilities Act requirements
- upgrade HVAC systems
- remediate mold, lead, and other sources of poor indoor air quality
- install mechanical ventilation and/or advanced filtration systems
- replace windows to allow for improved intake of fresh air
- replace plumbing to ensure safe drinking water—among other upgrades that improve the health and safety of school buildings.

All **capital expenditures** supported with federal funds must be pre-approved by PDE. Capital expenditures means expenditures to acquire capital assets (i.e., land, facilities, or equipment over \$5,000 per unit) or expenditures to make additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations, or alterations to capital assets that materially increase their value or useful life.

**Construction** means (A) the preparation of drawings and specifications for school facilities; (B) erecting, building, acquiring, altering, remodeling, repairing, or extending school facilities; (C) inspecting and supervising the construction of school facilities; and (D) debt service for such activities (ESEA section 7013(3), 20 U.S.C. § 7713(3)).

Directions: School Entities seeking prior approval for Construction/Renovation or Other Capital Expenditures must:

Complete the form for each contractor/project that will be supported with ARP ESSER funds. If using multiple vendors for one project, i.e., classroom expansion, enter total cost per vendor to equal the total budgeted cost of the “classroom expansion” project. Completed forms must be uploaded to this section. Prior to uploading forms, they must be signed off by your School Entity’s Superintendent/CEO/Executive Director.

Will you be using a portion of your ARP ESSER funds for Construction and/or Other Capital Expenditures? If no please select 'No' and mark section complete.

Yes

In the table below, please provide the name and type (construction vs. other capital expenditure) of the proposed project and a brief description for each N&D Institution. Please enter each contractor/project on a separate line in the table.

N&D Institution Name	Type of Project	Name of Proposed Project	Brief Description of Proposed Project
			This facility is in a remote area in Erie County that has very limited access to internet capabilities. The funds will support technology

<b>N&amp;D Institution Name</b>	<b>Type of Project</b>	<b>Name of Proposed Project</b>	<b>Brief Description of Proposed Project</b>
Perseus House, Inc. - Andromeda House ITU	Capital Expenditure	Technology Tower/ Fiber	access points and fiber connections that will enable the two facilities, Andromeda House RTF and Andromeda House ITU, to engage in online instruction that was negated since the onset of the C19 pandemic beginning in March 2020.
Perseus House, Inc. - Boys ITP	Capital Expenditure	Connectivity Devices	Technology Connectivity devices shall support the ability for user-end devices to sync and connect to the PHI secure mainframe. This connection allows all students, teachers, and support staff the ability to support the educational process when delivered remotely or synchronously. This expenditure will serve all PHI institutional settings throughout the C19 pandemic.
Perseus House, Inc. - Andromeda House RTF	Capital Expenditure	Web Filtering	Due to the need to expand the capacity for remote or synchronous learning the security infrastructure needs enhanced. The expanded security provides for the mitigation of inappropriate content to a population that includes victims of sexual assault, human trafficking, and other illegal advertising. This

N&D Institution Name	Type of Project	Name of Proposed Project	Brief Description of Proposed Project
			expenditure will serve all PHi institutional settings throughout the C19 pandemic.
Perseus House, Inc. - Male RTF	Capital Expenditure	HVAC CLC	The HVAC system at the Collaborative Learning Center does not meet the advisable CFM air flow and quality output in response to the guidance from the C19 pandemic regulatory bodies. To ensure appropriate air flow and quality, a replacement HVAC unit is warranted to ensure the health, safety and welfare of our clients and staff.



**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
Perseus House, Inc. - Andromeda House ITU	<a href="https://www.perseushouse.org/perseus-house-covid-19-protocol/">https://www.perseushouse.org/perseus-house-covid-19-protocol/</a>
Perseus House, Inc. - Andromeda House RTF	<a href="https://www.perseushouse.org/perseus-house-covid-19-protocol/">https://www.perseushouse.org/perseus-house-covid-19-protocol/</a>
Perseus House, Inc. - Boys ITP	<a href="https://www.perseushouse.org/perseus-house-covid-19-protocol/">https://www.perseushouse.org/perseus-house-covid-19-protocol/</a>
Perseus House, Inc. - Brighter Horizons	<a href="https://www.perseushouse.org/perseus-house-covid-19-protocol/">https://www.perseushouse.org/perseus-house-covid-19-protocol/</a>
Perseus House, Inc. - CICTP	<a href="https://www.perseushouse.org/perseus-house-covid-19-protocol/">https://www.perseushouse.org/perseus-house-covid-19-protocol/</a>
Perseus House, Inc. - Enhanced RTF	<a href="https://www.perseushouse.org/perseus-house-covid-19-protocol/">https://www.perseushouse.org/perseus-house-covid-19-protocol/</a>
Perseus House, Inc. - Girls Enhanced	<a href="https://www.perseushouse.org/perseus-house-covid-19-protocol/">https://www.perseushouse.org/perseus-house-covid-19-protocol/</a>
Perseus House, Inc. - Male RTF	<a href="https://www.perseushouse.org/perseus-house-covid-19-protocol/">https://www.perseushouse.org/perseus-house-covid-19-protocol/</a>
Perseus House, Inc. - Shelter	<a href="https://www.perseushouse.org/perseus-house-covid-19-protocol/">https://www.perseushouse.org/perseus-house-covid-19-protocol/</a>



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



## Neglected Institutions

**Agency: Perseus House CS of Excellence**

**Neglected Institution: Perseus House Inc - Brighter Horizons**

**Allocation Amount: \$26,572.00**

### 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?

	<b>Methods Used to Understand Each Type of Impact</b>
<b>Academic Impact of Lost Instructional Time</b>	<ul style="list-style-type: none"> <li>• CDT data shall be compared from September 21 to the previous CDT of clients who have previous pre pandemic scores.</li> <li>• Number of Days that remote or synchronous instruction occurs within the 21-22 sy.</li> <li>• Connectivity issues relative to technology in our rural institutions is being enhanced, continued analysis relative to band width and accessibility for our clients and instructional staff.</li> <li>• Client Focus Groups shall take place in October, December, February, and May to evaluate the client's perception relative to lost instructional time.</li> </ul>
<b>Chronic Absenteeism</b>	<ul style="list-style-type: none"> <li>• Due to the nature of our residential N &amp; D programs and their placement status, absenteeism is not a chronic issue.</li> </ul>
<b>Student Engagement</b>	<ul style="list-style-type: none"> <li>• Each quarter we shall review the utilization log within Power School to analyze the amount of time clients engaged the online curriculum, which constitutes their instruction time and day.</li> <li>• Client Focus Groups shall take place in October, December, February and May to evaluate the clients perception relative to Student Engagement.</li> </ul>
	<ul style="list-style-type: none"> <li>• Clients will participate in pre-testing in Aggression Replacement Training, an Evidence-Based program teach pro-social interactions. Each client's assessment</li> </ul>

	<b>Methods Used to Understand Each Type of Impact</b>
<b>Social-emotional Well-being</b>	shall be reviewed by the Mental Therapist assigned to their case. • A Personal Development course has been created as an elective credit, analysis of the semester grades shall be facilitated. • Each morning all Clients receive a Sanctuary (Trauma Informed Care model) assessment to evaluate their current feelings and daily goals. • Client Focus Groups shall take place in October, December, February and May to evaluate the clients perception relative to Social Emotional Well-being.
<b>Other Indicators</b>	• Client Focus Groups shall take place in October, December, February and May to evaluate the clients perception relative to understanding other issues of C19 impact on clients.

### 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.

<b>Student Group</b>	<b>Provide specific strategies that were used or will be used to identify and measure impacts</b>
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	<ul style="list-style-type: none"> <li>• Disaggregate the action responses from the above section between clients with IEP's v. without IEPs and analyze outcomes. • Client Focus Groups shall take place in October, December, February, and May to evaluate the client's perception relative to IEP implementation</li> </ul>

### 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.

	<b>Strategy Description</b>
<b>Strategy #1</b>	Remote and Synchronous Instruction

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:

na

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.

Client's who reside in Delinquent, Dependent, and/or Mental Health congregate care.

**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**

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

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

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

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

**Capacity for Data Collection and Reporting**

N&D Institutions must continuously monitor progress and adjust strategies as needed. Describe the N&D Institution’s capacity and strategy to collect and analyze data (disaggregated by student group, where applicable), for each of the following measures:

	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>
<b>Student learning, including academic impact of lost instructional time during the COVID-19 pandemic</b>	The N&D facility shall implement the plans described above relative to collect and analyze data. Bi-weekly Administrative Meetings are held to maintain open discussions relative to any and all issues brought about via C19. The PHinc. School Supervisor shall meet bi-weekly with the instructional staff and identify any clients who are experiencing and presenting as being significantly impacted and stressed.
	The best strategy to mitigate C19 issues relative to educating our residents is to embrace technology via remote or synchronous instruction. A majority of these funds shall be used to upgrade our educational technology infrastructure,

	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>
<b>Opportunity to learn measures (see help text)</b>	including all aspect of back-end and user-end applications. The progress on purchasing, actualizing, and connectivity shall be reviewed in Bi-Weekly Administrative meetings. Tracking the use of technology during the school year will be monitored by the classroom teacher and forwarded to the School Supervisor on a Bi-weekly basis, this feedback shall be shared with the Director of Technology.
<b>Jobs created and retained (by number of FTEs and position type) (see help text)</b>	na
<b>Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)</b>	na

**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

<b>Plan for Funds</b>	<b>Explanation</b>
	Two main focal points relative to the use of our allocated funds include technology enhancement and air safety. Replacing a HVAC unit will allow for the appropriate guidance levels of CFM’s and air quality

Plan for Funds	Explanation
Continuity of Services	<p>to mitigate the spread of C19 and the associated variants. This will allow the school to remain open and support daily attendance and instructional time. Technology enhancements shall support the increased demand for remote and synchronous learning. The Health and Safety Plan of the host districts and those of Perseus House, Inc. direct remote and synchronous learning to be applied when significant infection or contacts with one who is infected to be frequent. The capacity to ensure our clients remain in access of curriculum and instruction is critical to maintain continuity of services.</p>
Access to Instruction	<p>A majority of the funds will be used to upgrade our technology infrastructure. This will include enhancing our connections, installing a tower in our Rural settings, back-end hardware and software, increase performance via wiring and control panels, access points, and desktop/ Chromebook devices. The pandemic has caused our classrooms to work in a virtual environment, which has a capacity demand that is above our current infrastructure. Through upgrading our internet and devices our clients may participate in remote and synchronous learning. Already this year, the host school district had to be virtual due to quarantine status of our facility due to client or Staff exposure or a positive test for C19. Our clients were not able to maintain the curriculum or the pacing as they do when there is no disruption to the school day. These upgrades are critical to maintain the educational opportunities our clients deserve.</p>
Mitigation Strategies	<p>During this C19 pandemic, similar to a majority of human services, a staffing shortage is upon us. Some of these funds may be used to support additional incentive pay to work in facilities that are under quarantine. Should the pandemic maintain throughout the year, additional PPE equipment will be purchased to meet the standards set by the CDC, the N&amp;D HASP as well as the Perseus House, Inc. HASP.</p>
Facilities Improvements	<p>Funds will be used to purchase a new HVAC unit, as the current unit does not function at the level that meets the standards for CFM's and air quality. Currently the system is maxed out and without the</p>

<b>Plan for Funds</b>	<b>Explanation</b>
	additional HVAC Unit will not sustain the demand and criteria to meet the safety standards recommended by CDC guidance.

## Neglected Institutions

**Agency: Perseus House CS of Excellence**

**Neglected Institution: Perseus House Inc - Girls Enhanced RTF**

**Allocation Amount: \$52,252.00**

### 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
<b>Academic Impact of Lost Instructional Time</b>	<ul style="list-style-type: none"> <li>• CDT data shall be compared from September 21 to the previous CDT of clients who have previous pre pandemic scores.</li> <li>• Number of Days that remote or synchronous instruction occurs within the 21-22 sy.</li> <li>• Connectivity issues relative to technology in our rural institutions is being enhanced, continued analysis relative to band width and accessibility for our clients and instructional staff.</li> <li>• Client Focus Groups shall take place in October, December, February, and May to evaluate the client's perception relative to lost instructional time.</li> </ul>
<b>Chronic Absenteeism</b>	<ul style="list-style-type: none"> <li>• Due to the nature of our residential N &amp; D programs and their placement status, absenteeism is not a chronic issue.</li> </ul>
<b>Student Engagement</b>	<ul style="list-style-type: none"> <li>• Each quarter we shall review the utilization log within Power School to analyze the amount of time clients engaged the online curriculum, which constitutes their instruction time and day.</li> <li>• Client Focus Groups shall take place in October, December, February and May to evaluate the clients perception relative to Student Engagement.</li> </ul>
	<ul style="list-style-type: none"> <li>• Clients will participate in pre-testing in Aggression Replacement Training, an Evidence-Based program teach pro-social interactions. Each client's assessment</li> </ul>

	<b>Methods Used to Understand Each Type of Impact</b>
<b>Social-emotional Well-being</b>	shall be reviewed by the Mental Therapist assigned to their case. • A Personal Development course has been created as an elective credit, analysis of the semester grades shall be facilitated. • Each morning all Clients receive a Sanctuary (Trauma Informed Care model) assessment to evaluate their current feelings and daily goals. • Client Focus Groups shall take place in October, December, February and May to evaluate the clients perception relative to Social Emotional Well-being.
<b>Other Indicators</b>	• Client Focus Groups shall take place in October, December, February and May to evaluate the clients perception relative to understanding other issues of C19 impact on clients.

### 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.

<b>Student Group</b>	<b>Provide specific strategies that were used or will be used to identify and measure impacts</b>
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	<ul style="list-style-type: none"> <li>Disaggregate the action responses from the above section between clients with IEP's v. without IEPs and analyze outcomes.</li> <li>Client Focus Groups shall take place in October, December, February, and May to evaluate the client's perception relative to IEP implementation</li> </ul>

### 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.

	<b>Strategy Description</b>
<b>Strategy #1</b>	1. Remote and Synchronous Instruction

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.**

4. Client's who reside in Delinquent, Dependent, and/or Mental Health congregate care.

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

	Strategy Description
<b>Strategy #2</b>	

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
<b>Strategy #3</b>	

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:

na

### Capacity for Data Collection and Reporting

N&D Institutions must continuously monitor progress and adjust strategies as needed. Describe the N&D Institution’s capacity and strategy to collect and analyze data (disaggregated by student group, where applicable), for each of the following measures:

	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>
<b>Student learning, including academic impact of lost instructional time during the COVID-19 pandemic</b>	The N&D facility shall implement the plans described above relative to collect and analyze data. Bi-weekly Administrative Meetings are held to maintain open discussions relative to any and all issues brought about via C19. The PHinc. School Supervisor shall meet bi-weekly with the instructional staff and identify any clients who are experiencing and presenting as being significantly impacted and stressed.
	The best strategy to mitigate C19 issues relative to educating our residents is to embrace technology via remote or synchronous instruction. A majority of these funds shall be used to upgrade our educational technology infrastructure,

	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>
<b>Opportunity to learn measures (see help text)</b>	including all aspect of back-end and user-end applications. The progress on purchasing, actualizing, and connectivity shall be reviewed in Bi-Weekly Administrative meetings. Tracking the use of technology during the school year will be monitored by the classroom teacher and forwarded to the School Supervisor on a Bi-weekly basis, this feedback shall be shared with the Director of Technology.
<b>Jobs created and retained (by number of FTEs and position type) (see help text)</b>	na
<b>Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)</b>	na

**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

<b>Plan for Funds</b>	<b>Explanation</b>
	Two main focal points relative to the use of our allocated funds include technology enhancement and air safety. Replacing a HVAC unit will allow for the appropriate guidance levels of CFM’s and air quality

Plan for Funds	Explanation
Continuity of Services	<p>to mitigate the spread of C19 and the associated variants. This will allow the school to remain open and support daily attendance and instructional time. Technology enhancements shall support the increased demand for remote and synchronous learning. The Health and Safety Plan of the host districts and those of Perseus House, Inc. direct remote and synchronous learning to be applied when significant infection or contacts with one who is infected to be frequent. The capacity to ensure our clients remain in access of curriculum and instruction is critical to maintain continuity of services.</p>
Access to Instruction	<p>A majority of the funds will be used to upgrade our technology infrastructure. This will include enhancing our connections, back-end hardware and software, increase performance via wiring and control panels, access points, and desktop/ Chromebook devices. The pandemic has caused our classrooms to work in a virtual environment, which has a capacity demand that is above our current infrastructure. Through upgrading our internet and devices our clients may participate in remote and synchronous learning. Already this year, the host school district had to be virtual due to quarantine status of our facility due to client or Staff exposure or a positive test for C19. Our clients were not able to maintain the curriculum or the pacing as they do when there is no disruption to the school day. These upgrades are critical to maintain the educational opportunities our clients deserve.</p>
Mitigation Strategies	<p>During this C19 pandemic, similar to a majority of human services, a staffing shortage is upon us. Some of these funds may be used to support additional incentive pay to work in facilities that are under quarantine. Should the pandemic maintain throughout the year, additional PPE equipment will be purchased to meet the standards set by the CDC, the N&amp;D HASP as well as the Perseus House, Inc. HASP.</p>
Facilities Improvements	<p>Funds will be used to purchase a new HVAC unit, as the current unit does not function at the level that meets the standards for CFM's and air quality. Currently the system is maxed out and without the additional HVAC Unit will not sustain the demand</p>

<b>Plan for Funds</b>	<b>Explanation</b>
	and criteria to meet the safety standards recommended by CDC guidance.

**Neglected Institutions**

**Agency: Perseus House CS of Excellence**

**Neglected Institution: Perseus House Inc Andromeda House Intensive Treatment**

**Allocation Amount: \$52,252.00**

**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?

	<b>Methods Used to Understand Each Type of Impact</b>
<b>Academic Impact of Lost Instructional Time</b>	<ul style="list-style-type: none"> <li>• CDT data shall be compared from September 21 to the previous CDT of clients who have previous pre pandemic scores.</li> <li>• Number of Days that remote or synchronous instruction occurs within the 21-22 sy.</li> <li>• Connectivity issues relative to technology in our rural institutions is being enhanced, continued analysis relative to band width and accessibility for our clients and instructional staff.</li> <li>• Client Focus Groups shall take place in October, December, February, and May to evaluate the client’s perception relative to lost instructional time.</li> </ul>
<b>Chronic Absenteeism</b>	<ul style="list-style-type: none"> <li>• Due to the nature of our residential N &amp; D programs and their placement status, absenteeism is not a chronic issue.</li> </ul>
<b>Student Engagement</b>	<ul style="list-style-type: none"> <li>• Each quarter we shall review the utilization log within Power School to analyze the amount of time clients engaged the online curriculum, which constitutes their instruction time and day.</li> <li>• Client Focus Groups shall take place in October, December, February and May to evaluate the clients perception relative to Student Engagement.</li> </ul>
	<ul style="list-style-type: none"> <li>• Clients will participate in pre-testing in Aggression Replacement Training, an Evidence-Based program teach pro-social interactions. Each client’s assessment</li> </ul>

	<b>Methods Used to Understand Each Type of Impact</b>
<b>Social-emotional Well-being</b>	shall be reviewed by the Mental Therapist assigned to their case. • A Personal Development course has been created as an elective credit, analysis of the semester grades shall be facilitated. • Each morning all Clients receive a Sanctuary (Trauma Informed Care model) assessment to evaluate their current feelings and daily goals. • Client Focus Groups shall take place in October, December, February and May to evaluate the clients perception relative to Social Emotional Well-being.
<b>Other Indicators</b>	• Client Focus Groups shall take place in October, December, February and May to evaluate the clients perception relative to understanding other issues of C19 impact on clients.

### 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.

<b>Student Group</b>	<b>Provide specific strategies that were used or will be used to identify and measure impacts</b>
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	<ul style="list-style-type: none"> <li>Disaggregate the action responses from the above section between clients with IEP's v. without IEPs and analyze outcomes.</li> <li>Client Focus Groups shall take place in October, December, February, and May to evaluate the client's perception relative to IEP implementation</li> </ul>

### 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.

	<b>Strategy Description</b>
<b>Strategy #1</b>	Remote and Synchronous Instruction

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:

na

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.

Client's who reside in Delinquent, Dependent, and/or Mental Health congregate care.

**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**

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

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

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

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

**Capacity for Data Collection and Reporting**

N&D Institutions must continuously monitor progress and adjust strategies as needed. Describe the N&D Institution’s capacity and strategy to collect and analyze data (disaggregated by student group, where applicable), for each of the following measures:

	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>
<b>Student learning, including academic impact of lost instructional time during the COVID-19 pandemic</b>	The N&D facility shall implement the plans described above relative to collect and analyze data. Bi-weekly Administrative Meetings are held to maintain open discussions relative to any and all issues brought about via C19. The PHinc. School Supervisor shall meet bi-weekly with the instructional staff and identify any clients who are experiencing and presenting as being significantly impacted and stressed.
	The best strategy to mitigate C19 issues relative to educating our residents is to embrace technology via remote or synchronous instruction. A majority of these funds shall be used to upgrade our educational technology infrastructure,

	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>
<b>Opportunity to learn measures (see help text)</b>	including all aspect of back-end and user-end applications. The progress on purchasing, actualizing, and connectivity shall be reviewed in Bi-Weekly Administrative meetings. Tracking the use of technology during the school year will be monitored by the classroom teacher and forwarded to the School Supervisor on a Bi-weekly basis, this feedback shall be shared with the Director of Technology.
<b>Jobs created and retained (by number of FTEs and position type) (see help text)</b>	na
<b>Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)</b>	na

**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

<b>Plan for Funds</b>	<b>Explanation</b>
	Technology enhancements shall support the increased demand for remote and synchronous learning. The Health and Safety Plan of the host districts and those of Perseus House, Inc. direct remote and

Plan for Funds	Explanation
Continuity of Services	synchronous learning to be applied when significant infection or contacts with one who is infected to be frequent. The capacity to ensure our clients remain in access of curriculum and instruction is critical to maintain continuity of services.
Access to Instruction	<p>A majority of the funds will be used to upgrade our technology infrastructure. This will include enhancing our connections, installing a cellular tower in this rural setting, back-end hardware and software, increase performance via wiring and control panels, access points, and desktop/ Chromebook devices. The pandemic has caused our classrooms to work in a virtual environment, which has a capacity demand that is above our current infrastructure. Through upgrading our internet and devices our clients may participate in remote and synchronous learning. Already this year, the host school district had to be virtual due to quarantine status of our facility due to client or Staff exposure or a positive test for C19. Our clients were not able to maintain the curriculum or the pacing as they do when there is no disruption to the school day. These upgrades are critical to maintain the educational opportunities our clients deserve.</p>
Mitigation Strategies	<p>During this C19 pandemic, similar to a majority of human services, a staffing shortage is upon us. Some of these funds may be used to support additional incentive pay to work in facilities that are under quarantine. Should the pandemic maintain throughout the year, additional PPE equipment will be purchased to meet the standards set by the CDC, the N&amp;D HASP as well as the Perseus House, Inc. HASP.</p>

## Neglected Institutions

**Agency: Perseus House CS of Excellence**

**Neglected Institution: Perseus House Inc Andromeda House Residential Treatment**

**Allocation Amount: \$73,786.00**

### 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?

	<b>Methods Used to Understand Each Type of Impact</b>
<b>Academic Impact of Lost Instructional Time</b>	<ul style="list-style-type: none"> <li>• CDT data shall be compared from September 21 to the previous CDT of clients who have previous pre pandemic scores.</li> <li>• Number of Days that remote or synchronous instruction occurs within the 21-22 sy.</li> <li>• Connectivity issues relative to technology in our rural institutions is being enhanced, continued analysis relative to band width and accessibility for our clients and instructional staff.</li> <li>• Client Focus Groups shall take place in October, December, February, and May to evaluate the client's perception relative to lost instructional time.</li> </ul>
<b>Chronic Absenteeism</b>	<ul style="list-style-type: none"> <li>• Due to the nature of our residential N &amp; D programs and their placement status, absenteeism is not a chronic issue.</li> </ul>
<b>Student Engagement</b>	<ul style="list-style-type: none"> <li>• Each quarter we shall review the utilization log within Power School to analyze the amount of time clients engaged the online curriculum, which constitutes their instruction time and day.</li> <li>• Client Focus Groups shall take place in October, December, February and May to evaluate the clients perception relative to Student Engagement.</li> </ul>
	<ul style="list-style-type: none"> <li>• Clients will participate in pre-testing in Aggression Replacement Training, an Evidence-Based program teach pro-social interactions. Each client's assessment</li> </ul>

	<b>Methods Used to Understand Each Type of Impact</b>
<b>Social-emotional Well-being</b>	shall be reviewed by the Mental Therapist assigned to their case. • A Personal Development course has been created as an elective credit, analysis of the semester grades shall be facilitated. • Each morning all Clients receive a Sanctuary (Trauma Informed Care model) assessment to evaluate their current feelings and daily goals. • Client Focus Groups shall take place in October, December, February and May to evaluate the clients perception relative to Social Emotional Well-being.
<b>Other Indicators</b>	• Client Focus Groups shall take place in October, December, February and May to evaluate the clients perception relative to understanding other issues of C19 impact on clients.

### 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.

<b>Student Group</b>	<b>Provide specific strategies that were used or will be used to identify and measure impacts</b>
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	<ul style="list-style-type: none"> <li>• Disaggregate the action responses from the above section between clients with IEP's v. without IEPs and analyze outcomes. • Client Focus Groups shall take place in October, December, February, and May to evaluate the client's perception relative to IEP implementation</li> </ul>

### 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.

	<b>Strategy Description</b>
<b>Strategy #1</b>	Remote and Synchronous Instruction

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:

na

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.

Client's who reside in Delinquent, Dependent, and/or Mental Health congregate care.

**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**

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

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

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

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

**Capacity for Data Collection and Reporting**

N&D Institutions must continuously monitor progress and adjust strategies as needed. Describe the N&D Institution’s capacity and strategy to collect and analyze data (disaggregated by student group, where applicable), for each of the following measures:

	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>
<b>Student learning, including academic impact of lost instructional time during the COVID-19 pandemic</b>	The N&D facility shall implement the plans described above relative to collect and analyze data. Bi-weekly Administrative Meetings are held to maintain open discussions relative to any and all issues brought about via C19. The PHinc. School Supervisor shall meet bi-weekly with the instructional staff and identify any clients who are experiencing and presenting as being significantly impacted and stressed.
	The best strategy to mitigate C19 issues relative to educating our residents is to embrace technology via remote or synchronous instruction. A majority of these funds shall be used to upgrade our educational technology infrastructure,

	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>
<b>Opportunity to learn measures (see help text)</b>	including all aspect of back-end and user-end applications. The progress on purchasing, actualizing, and connectivity shall be reviewed in Bi-Weekly Administrative meetings. Tracking the use of technology during the school year will be monitored by the classroom teacher and forwarded to the School Supervisor on a Bi-weekly basis, this feedback shall be shared with the Director of Technology.
<b>Jobs created and retained (by number of FTEs and position type) (see help text)</b>	na
<b>Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)</b>	na

**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

<b>Plan for Funds</b>	<b>Explanation</b>
	Technology enhancements shall support the increased demand for remote and synchronous learning. The Health and Safety Plan of the host districts and those of Perseus House, Inc. direct remote and

Plan for Funds	Explanation
Continuity of Services	synchronous learning to be applied when significant infection or contacts with one who is infected to be frequent. The capacity to ensure our clients remain in access of curriculum and instruction is critical to maintain continuity of services.
Access to Instruction	<p>A majority of the funds will be used to upgrade our technology infrastructure. This will include enhancing our connections, installing a cellular tower in this rural setting, back-end hardware and software, increase performance via wiring and control panels, access points, and desktop/ Chromebook devices. The pandemic has caused our classrooms to work in a virtual environment, which has a capacity demand that is above our current infrastructure. Through upgrading our internet and devices our clients may participate in remote and synchronous learning. Already this year, the host school district had to be virtual due to quarantine status of our facility due to client or Staff exposure or a positive test for C19. Our clients were not able to maintain the curriculum or the pacing as they do when there is no disruption to the school day. These upgrades are critical to maintain the educational opportunities our clients deserve.</p>
Mitigation Strategies	<p>During this C19 pandemic, similar to a majority of human services, a staffing shortage is upon us. Some of these funds may be used to support additional incentive pay to work in facilities that are under quarantine. Should the pandemic maintain throughout the year, additional PPE equipment will be purchased to meet the standards set by the CDC, the N&amp;D HASP as well as the Perseus House, Inc. HASP.</p>

## Neglected Institutions

**Agency: Perseus House CS of Excellence**

**Neglected Institution: Perseus House Inc Collaborative Intensive Com**

**Allocation Amount: \$60,370.00**

### 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?

	<b>Methods Used to Understand Each Type of Impact</b>
<b>Academic Impact of Lost Instructional Time</b>	<ul style="list-style-type: none"> <li>• CDT data shall be compared from September 21 to the previous CDT of clients who have previous pre pandemic scores.</li> <li>• Number of Days that remote or synchronous instruction occurs within the 21-22 sy.</li> <li>• Connectivity issues relative to technology in our rural institutions is being enhanced, continued analysis relative to band width and accessibility for our clients and instructional staff.</li> <li>• Client Focus Groups shall take place in October, December, February, and May to evaluate the client's perception relative to lost instructional time.</li> </ul>
<b>Chronic Absenteeism</b>	<ul style="list-style-type: none"> <li>• Due to the nature of our residential N &amp; D programs and their placement status, absenteeism is not a chronic issue.</li> </ul>
<b>Student Engagement</b>	<ul style="list-style-type: none"> <li>• Each quarter we shall review the utilization log within Power School to analyze the amount of time clients engaged the online curriculum, which constitutes their instruction time and day.</li> <li>• Client Focus Groups shall take place in October, December, February and May to evaluate the clients perception relative to Student Engagement.</li> </ul>
	<ul style="list-style-type: none"> <li>• Clients will participate in pre-testing in Aggression Replacement Training, an Evidence-Based program teach pro-social interactions. Each client's assessment</li> </ul>

Methods Used to Understand Each Type of Impact	
<b>Social-emotional Well-being</b>	shall be reviewed by the Mental Therapist assigned to their case. • A Personal Development course has been created as an elective credit, analysis of the semester grades shall be facilitated. • Each morning all Clients receive a Sanctuary (Trauma Informed Care model) assessment to evaluate their current feelings and daily goals. • Client Focus Groups shall take place in October, December, February and May to evaluate the clients perception relative to Social Emotional Well-being.
<b>Other Indicators</b>	• Client Focus Groups shall take place in October, December, February and May to evaluate the clients perception relative to understanding other issues of C19 impact on clients.

### 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 with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	<ul style="list-style-type: none"> <li>Disaggregate the action responses from the above section between clients with IEP's v. without IEPs and analyze outcomes.</li> <li>Client Focus Groups shall take place in October, December, February, and May to evaluate the client's perception relative to IEP implementation</li> </ul>

### 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
<b>Strategy #1</b>	Remote and Synchronous Instruction

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:

na

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.

Client's who reside in Delinquent, Dependent, and/or Mental Health congregate care.

**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**

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

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

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

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

**Capacity for Data Collection and Reporting**

N&D Institutions must continuously monitor progress and adjust strategies as needed. Describe the N&D Institution’s capacity and strategy to collect and analyze data (disaggregated by student group, where applicable), for each of the following measures:

	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>
<b>Student learning, including academic impact of lost instructional time during the COVID-19 pandemic</b>	The N&D facility shall implement the plans described above relative to collect and analyze data. Bi-weekly Administrative Meetings are held to maintain open discussions relative to any and all issues brought about via C19. The PHinc. School Supervisor shall meet bi-weekly with the instructional staff and identify any clients who are experiencing and presenting as being significantly impacted and stressed.
	The best strategy to mitigate C19 issues relative to educating our residents is to embrace technology via remote or synchronous instruction. A majority of these funds shall be used to upgrade our educational technology infrastructure,



	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>
<b>Opportunity to learn measures (see help text)</b>	including all aspect of back-end and user-end applications. The progress on purchasing, actualizing, and connectivity shall be reviewed in Bi-Weekly Administrative meetings. Tracking the use of technology during the school year will be monitored by the classroom teacher and forwarded to the School Supervisor on a Bi-weekly basis, this feedback shall be shared with the Director of Technology.
<b>Jobs created and retained (by number of FTEs and position type) (see help text)</b>	na
<b>Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)</b>	na

**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

<b>Plan for Funds</b>	<b>Explanation</b>
	Two main focal points relative to the use of our allocated funds include technology enhancement and air safety. Replacing a HVAC unit will allow for the appropriate guidance levels of CFM’s and air quality

Plan for Funds	Explanation
Continuity of Services	<p>to mitigate the spread of C19 and the associated variants. This will allow the school to remain open and support daily attendance and instructional time. Technology enhancements shall support the increased demand for remote and synchronous learning. The Health and Safety Plan of the host districts and those of Perseus House, Inc. direct remote and synchronous learning to be applied when significant infection or contacts with one who is infected to be frequent. The capacity to ensure our clients remain in access of curriculum and instruction is critical to maintain continuity of services.</p>
Access to Instruction	<p>A majority of the funds will be used to upgrade our technology infrastructure. This will include enhancing our connections, back-end hardware and software, increase performance via wiring and control panels, access points, and desktop/ Chromebook devices. The pandemic has caused our classrooms to work in a virtual environment, which has a capacity demand that is above our current infrastructure. Through upgrading our internet and devices our clients may participate in remote and synchronous learning. Already this year, the host school district had to be virtual due to quarantine status of our facility due to client or Staff exposure or a positive test for C19. Our clients were not able to maintain the curriculum or the pacing as they do when there is no disruption to the school day. These upgrades are critical to maintain the educational opportunities our clients deserve.</p>
Mitigation Strategies	<p>During this C19 pandemic, similar to a majority of human services, a staffing shortage is upon us. Some of these funds may be used to support additional incentive pay to work in facilities that are under quarantine. Should the pandemic maintain throughout the year, additional PPE equipment will be purchased to meet the standards set by the CDC, the N&amp;D HASP as well as the Perseus House, Inc. HASP.</p>
Facilities Improvements	<p>Funds will be used to purchase a new HVAC unit, as the current unit does not function at the level that meets the standards for CFM's and air quality. Currently the system is maxed out and without the additional HVAC Unit will not sustain the demand</p>

<b>Plan for Funds</b>	<b>Explanation</b>
	and criteria to meet the safety standards recommended by CDC guidance.

## Neglected Institutions

**Agency: Perseus House CS of Excellence**

**Neglected Institution: Perseus House Inc Enhanced RTF**

**Allocation Amount: \$36,286.00**

### 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?

	<b>Methods Used to Understand Each Type of Impact</b>
<b>Academic Impact of Lost Instructional Time</b>	<ul style="list-style-type: none"> <li>• CDT data shall be compared from September 21 to the previous CDT of clients who have previous pre pandemic scores.</li> <li>• Number of Days that remote or synchronous instruction occurs within the 21-22 sy.</li> <li>• Connectivity issues relative to technology in our rural institutions is being enhanced, continued analysis relative to band width and accessibility for our clients and instructional staff.</li> <li>• Client Focus Groups shall take place in October, December, February, and May to evaluate the client's perception relative to lost instructional time.</li> </ul>
<b>Chronic Absenteeism</b>	<ul style="list-style-type: none"> <li>• Due to the nature of our residential N &amp; D programs and their placement status, absenteeism is not a chronic issue.</li> </ul>
<b>Student Engagement</b>	<ul style="list-style-type: none"> <li>• Each quarter we shall review the utilization log within Power School to analyze the amount of time clients engaged the online curriculum, which constitutes their instruction time and day.</li> <li>• Client Focus Groups shall take place in October, December, February and May to evaluate the clients perception relative to Student Engagement.</li> </ul>
	<ul style="list-style-type: none"> <li>• Clients will participate in pre-testing in Aggression Replacement Training, an Evidence-Based program teach pro-social interactions. Each client's assessment</li> </ul>

	<b>Methods Used to Understand Each Type of Impact</b>
<b>Social-emotional Well-being</b>	shall be reviewed by the Mental Therapist assigned to their case. • A Personal Development course has been created as an elective credit, analysis of the semester grades shall be facilitated. • Each morning all Clients receive a Sanctuary (Trauma Informed Care model) assessment to evaluate their current feelings and daily goals. • Client Focus Groups shall take place in October, December, February and May to evaluate the clients perception relative to Social Emotional Well-being.
<b>Other Indicators</b>	• Client Focus Groups shall take place in October, December, February and May to evaluate the clients perception relative to understanding other issues of C19 impact on clients.

### 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.

<b>Student Group</b>	<b>Provide specific strategies that were used or will be used to identify and measure impacts</b>
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	<ul style="list-style-type: none"> <li>• Disaggregate the action responses from the above section between clients with IEP's v. without IEPs and analyze outcomes. • Client Focus Groups shall take place in October, December, February, and May to evaluate the client's perception relative to IEP implementation</li> </ul>

### 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.

	<b>Strategy Description</b>
<b>Strategy #1</b>	Remote and Synchronous Instruction

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:

na

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.

Client's who reside in Delinquent, Dependent, and/or Mental Health congregate care

**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**

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

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

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

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

**Capacity for Data Collection and Reporting**

N&D Institutions must continuously monitor progress and adjust strategies as needed. Describe the N&D Institution’s capacity and strategy to collect and analyze data (disaggregated by student group, where applicable), for each of the following measures:

	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>
<b>Student learning, including academic impact of lost instructional time during the COVID-19 pandemic</b>	The N&D facility shall implement the plans described above relative to collect and analyze data. Bi-weekly Administrative Meetings are held to maintain open discussions relative to any and all issues brought about via C19. The PHinc. School Supervisor shall meet bi-weekly with the instructional staff and identify any clients who are experiencing and presenting as being significantly impacted and stressed.
	The best strategy to mitigate C19 issues relative to educating our residents is to embrace technology via remote or synchronous instruction. A majority of these funds shall be used to upgrade our educational technology infrastructure,



	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>
<b>Opportunity to learn measures (see help text)</b>	including all aspect of back-end and user-end applications. The progress on purchasing, actualizing, and connectivity shall be reviewed in Bi-Weekly Administrative meetings. Tracking the use of technology during the school year will be monitored by the classroom teacher and forwarded to the School Supervisor on a Bi-weekly basis, this feedback shall be shared with the Director of Technology.
<b>Jobs created and retained (by number of FTEs and position type) (see help text)</b>	na
<b>Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)</b>	na

**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

<b>Plan for Funds</b>	<b>Explanation</b>
	Two main focal points relative to the use of our allocated funds include technology enhancement and air safety. Replacing a HVAC unit will allow for the appropriate guidance levels of CFM’s and air quality

Plan for Funds	Explanation
Continuity of Services	<p>to mitigate the spread of C19 and the associated variants. This will allow the school to remain open and support daily attendance and instructional time. Technology enhancements shall support the increased demand for remote and synchronous learning. The Health and Safety Plan of the host districts and those of Perseus House, Inc. direct remote and synchronous learning to be applied when significant infection or contacts with one who is infected to be frequent. The capacity to ensure our clients remain in access of curriculum and instruction is critical to maintain continuity of services.</p>
Access to Instruction	<p>A majority of the funds will be used to upgrade our technology infrastructure. This will include enhancing our connections, back-end hardware and software, increase performance via wiring and control panels, access points, and desktop/ Chromebook devices. The pandemic has caused our classrooms to work in a virtual environment, which has a capacity demand that is above our current infrastructure. Through upgrading our internet and devices our clients may participate in remote and synchronous learning. Already this year, the host school district had to be virtual due to quarantine status of our facility due to client or Staff exposure or a positive test for C19. Our clients were not able to maintain the curriculum or the pacing as they do when there is no disruption to the school day. These upgrades are critical to maintain the educational opportunities our clients deserve.</p>
Mitigation Strategies	<p>During this C19 pandemic, similar to a majority of human services, a staffing shortage is upon us. Some of these funds may be used to support additional incentive pay to work in facilities that are under quarantine. Should the pandemic maintain throughout the year, additional PPE equipment will be purchased to meet the standards set by the CDC, the N&amp;D HASP as well as the Perseus House, Inc. HASP.</p>
Facilities Improvements	<p>Funds will be used to purchase a new HVAC unit, as the current unit does not function at the level that meets the standards for CFM's and air quality. Currently the system is maxed out and without the additional HVAC Unit will not sustain the demand</p>

<b>Plan for Funds</b>	<b>Explanation</b>
	and criteria to meet the safety standards recommended by CDC guidance.

## Neglected Institutions

**Agency: Perseus House CS of Excellence**

**Neglected Institution: Perseus House Inc Male RTF**

**Allocation Amount: \$73,786.00**

### 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?

	<b>Methods Used to Understand Each Type of Impact</b>
<b>Academic Impact of Lost Instructional Time</b>	<ul style="list-style-type: none"> <li>• CDT data shall be compared from September 21 to the previous CDT of clients who have previous pre pandemic scores.</li> <li>• Number of Days that remote or synchronous instruction occurs within the 21-22 sy.</li> <li>• Connectivity issues relative to technology in our rural institutions is being enhanced, continued analysis relative to band width and accessibility for our clients and instructional staff.</li> <li>• Client Focus Groups shall take place in October, December, February, and May to evaluate the client's perception relative to lost instructional time.</li> </ul>
<b>Chronic Absenteeism</b>	<ul style="list-style-type: none"> <li>• Due to the nature of our residential N &amp; D programs and their placement status, absenteeism is not a chronic issue.</li> </ul>
<b>Student Engagement</b>	<ul style="list-style-type: none"> <li>• Each quarter we shall review the utilization log within Power School to analyze the amount of time clients engaged the online curriculum, which constitutes their instruction time and day.</li> <li>• Client Focus Groups shall take place in October, December, February and May to evaluate the clients perception relative to Student Engagement.</li> </ul>
	<ul style="list-style-type: none"> <li>• Clients will participate in pre-testing in Aggression Replacement Training, an Evidence-Based program teach pro-social interactions. Each client's assessment</li> </ul>

Methods Used to Understand Each Type of Impact	
<b>Social-emotional Well-being</b>	shall be reviewed by the Mental Therapist assigned to their case. • A Personal Development course has been created as an elective credit, analysis of the semester grades shall be facilitated. • Each morning all Clients receive a Sanctuary (Trauma Informed Care model) assessment to evaluate their current feelings and daily goals. • Client Focus Groups shall take place in October, December, February and May to evaluate the clients perception relative to Social Emotional Well-being.
<b>Other Indicators</b>	• Client Focus Groups shall take place in October, December, February and May to evaluate the clients perception relative to understanding other issues of C19 impact on clients.

### 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 with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	<ul style="list-style-type: none"> <li>Disaggregate the action responses from the above section between clients with IEP's v. without IEPs and analyze outcomes.</li> <li>Client Focus Groups shall take place in October, December, February, and May to evaluate the client's perception relative to IEP implementation</li> </ul>

### 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
<b>Strategy #1</b>	Remote and Synchronous Instruction

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:

na

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.

Client's who reside in Delinquent, Dependent, and/or Mental Health congregate care.

**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**

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

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

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

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

**Capacity for Data Collection and Reporting**

N&D Institutions must continuously monitor progress and adjust strategies as needed. Describe the N&D Institution’s capacity and strategy to collect and analyze data (disaggregated by student group, where applicable), for each of the following measures:

	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>
<b>Student learning, including academic impact of lost instructional time during the COVID-19 pandemic</b>	The N&D facility shall implement the plans described above relative to collect and analyze data. Bi-weekly Administrative Meetings are held to maintain open discussions relative to any and all issues brought about via C19. The PHinc. School Supervisor shall meet bi-weekly with the instructional staff and identify any clients who are experiencing and presenting as being significantly impacted and stressed.
	The best strategy to mitigate C19 issues relative to educating our residents is to embrace technology via remote or synchronous instruction. A majority of these funds shall be used to upgrade our educational technology infrastructure,



	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>
<b>Opportunity to learn measures (see help text)</b>	including all aspect of back-end and user-end applications. The progress on purchasing, actualizing, and connectivity shall be reviewed in Bi-Weekly Administrative meetings. Tracking the use of technology during the school year will be monitored by the classroom teacher and forwarded to the School Supervisor on a Bi-weekly basis, this feedback shall be shared with the Director of Technology.
<b>Jobs created and retained (by number of FTEs and position type) (see help text)</b>	na
<b>Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)</b>	na

**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

<b>Plan for Funds</b>	<b>Explanation</b>
	Two main focal points relative to the use of our allocated funds include technology enhancement and air safety. Replacing a HVAC unit will allow for the appropriate guidance levels of CFM’s and air quality

Plan for Funds	Explanation
Continuity of Services	<p>to mitigate the spread of C19 and the associated variants. This will allow the school to remain open and support daily attendance and instructional time. Technology enhancements shall support the increased demand for remote and synchronous learning. The Health and Safety Plan of the host districts and those of Perseus House, Inc. direct remote and synchronous learning to be applied when significant infection or contacts with one who is infected to be frequent. The capacity to ensure our clients remain in access of curriculum and instruction is critical to maintain continuity of services.</p>
Access to Instruction	<p>A majority of the funds will be used to upgrade our technology infrastructure. This will include enhancing our connections, back-end hardware and software, increase performance via wiring and control panels, access points, and desktop/ Chromebook devices. The pandemic has caused our classrooms to work in a virtual environment, which has a capacity demand that is above our current infrastructure. Through upgrading our internet and devices our clients may participate in remote and synchronous learning. Already this year, the host school district had to be virtual due to quarantine status of our facility due to client or Staff exposure or a positive test for C19. Our clients were not able to maintain the curriculum or the pacing as they do when there is no disruption to the school day. These upgrades are critical to maintain the educational opportunities our clients deserve.</p>
Mitigation Strategies	<p>During this C19 pandemic, similar to a majority of human services, a staffing shortage is upon us. Some of these funds may be used to support additional incentive pay to work in facilities that are under quarantine. Should the pandemic maintain throughout the year, additional PPE equipment will be purchased to meet the standards set by the CDC, the N&amp;D HASP as well as the Perseus House, Inc. HASP.</p>
Facilities Improvements	<p>Funds will be used to purchase a new HVAC unit, as the current unit does not function at the level that meets the standards for CFM's and air quality. Currently the system is maxed out and without the additional HVAC Unit will not sustain the demand</p>

<b>Plan for Funds</b>	<b>Explanation</b>
	and criteria to meet the safety standards recommended by CDC guidance.

## Neglected Institutions

**Agency: Perseus House CS of Excellence**

**Neglected Institution: Perseus House Inc Perseus House Boys ITP**

**Allocation Amount: \$60,961.00**

### 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?

	<b>Methods Used to Understand Each Type of Impact</b>
<b>Academic Impact of Lost Instructional Time</b>	<ul style="list-style-type: none"> <li>• CDT data shall be compared from September 21 to the previous CDT of clients who have previous pre pandemic scores.</li> <li>• Number of Days that remote or synchronous instruction occurs within the 21-22 sy.</li> <li>• Connectivity issues relative to technology in our rural institutions is being enhanced, continued analysis relative to band width and accessibility for our clients and instructional staff.</li> <li>• Client Focus Groups shall take place in October, December, February, and May to evaluate the client's perception relative to lost instructional time.</li> </ul>
<b>Chronic Absenteeism</b>	<ul style="list-style-type: none"> <li>• Due to the nature of our residential N &amp; D programs and their placement status, absenteeism is not a chronic issue.</li> </ul>
<b>Student Engagement</b>	<ul style="list-style-type: none"> <li>• Each quarter we shall review the utilization log within Power School to analyze the amount of time clients engaged the online curriculum, which constitutes their instruction time and day.</li> <li>• Client Focus Groups shall take place in October, December, February and May to evaluate the clients perception relative to Student Engagement.</li> </ul>
	<ul style="list-style-type: none"> <li>• Clients will participate in pre-testing in Aggression Replacement Training, an Evidence-Based program teach pro-social interactions. Each client's assessment</li> </ul>

Methods Used to Understand Each Type of Impact	
<b>Social-emotional Well-being</b>	shall be reviewed by the Mental Therapist assigned to their case. • A Personal Development course has been created as an elective credit, analysis of the semester grades shall be facilitated. • Each morning all Clients receive a Sanctuary (Trauma Informed Care model) assessment to evaluate their current feelings and daily goals. • Client Focus Groups shall take place in October, December, February and May to evaluate the clients perception relative to Social Emotional Well-being.
<b>Other Indicators</b>	• Client Focus Groups shall take place in October, December, February and May to evaluate the clients perception relative to understanding other issues of C19 impact on clients.

### 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 with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	<ul style="list-style-type: none"> <li>Disaggregate the action responses from the above section between clients with IEP's v. without IEPs and analyze outcomes.</li> <li>Client Focus Groups shall take place in October, December, February, and May to evaluate the client's perception relative to IEP implementation</li> </ul>

### 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
<b>Strategy #1</b>	Remote and Synchronous Instruction

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:**

Client's who reside in Delinquent, Dependent, and/or Mental Health congregate care.

**iii. Student group(s) that Strategy #1 most effectively supports: (select all that apply)**

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

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

na

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

	Strategy Description
Strategy #2	

**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**

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

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

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

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

**Capacity for Data Collection and Reporting**

N&D Institutions must continuously monitor progress and adjust strategies as needed. Describe the N&D Institution’s capacity and strategy to collect and analyze data (disaggregated by student group, where applicable), for each of the following measures:

	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>
<b>Student learning, including academic impact of lost instructional time during the COVID-19 pandemic</b>	The N&D facility shall implement the plans described above relative to collect and analyze data. Bi-weekly Administrative Meetings are held to maintain open discussions relative to any and all issues brought about via C19. The PHinc. School Supervisor shall meet bi-weekly with the instructional staff and identify any clients who are experiencing and presenting as being significantly impacted and stressed.
	The best strategy to mitigate C19 issues relative to educating our residents is to embrace technology via remote or synchronous instruction. A majority of these funds shall be used to upgrade our educational technology infrastructure,



	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>
<b>Opportunity to learn measures (see help text)</b>	including all aspect of back-end and user-end applications. The progress on purchasing, actualizing, and connectivity shall be reviewed in Bi-Weekly Administrative meetings. Tracking the use of technology during the school year will be monitored by the classroom teacher and forwarded to the School Supervisor on a Bi-weekly basis, this feedback shall be shared with the Director of Technology.
<b>Jobs created and retained (by number of FTEs and position type) (see help text)</b>	na
<b>Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)</b>	na

**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

<b>Plan for Funds</b>	<b>Explanation</b>
	Two main focal points relative to the use of our allocated funds include technology enhancement and air safety. Replacing a HVAC unit will allow for the appropriate guidance levels of CFM’s and air quality

Plan for Funds	Explanation
Continuity of Services	<p>to mitigate the spread of C19 and the associated variants. This will allow the school to remain open and support daily attendance and instructional time. Technology enhancements shall support the increased demand for remote and synchronous learning. The Health and Safety Plan of the host districts and those of Perseus House, Inc. direct remote and synchronous learning to be applied when significant infection or contacts with one who is infected to be frequent. The capacity to ensure our clients remain in access of curriculum and instruction is critical to maintain continuity of services.</p>
Access to Instruction	<p>A majority of the funds will be used to upgrade our technology infrastructure. This will include enhancing our connections, back-end hardware and software, increase performance via wiring and control panels, access points, and desktop/ Chromebook devices. The pandemic has caused our classrooms to work in a virtual environment, which has a capacity demand that is above our current infrastructure. Through upgrading our internet and devices our clients may participate in remote and synchronous learning. Already this year, the host school district had to be virtual due to quarantine status of our facility due to client or Staff exposure or a positive test for C19. Our clients were not able to maintain the curriculum or the pacing as they do when there is no disruption to the school day. These upgrades are critical to maintain the educational opportunities our clients deserve.</p>
Mitigation Strategies	<p>During this C19 pandemic, similar to a majority of human services, a staffing shortage is upon us. Some of these funds may be used to support additional incentive pay to work in facilities that are under quarantine. Should the pandemic maintain throughout the year, additional PPE equipment will be purchased to meet the standards set by the CDC, the N&amp;D HASP as well as the Perseus House, Inc. HASP.</p>
Facilities Improvements	<p>Funds will be used to purchase a new HVAC unit, as the current unit does not function at the level that meets the standards for CFM's and air quality. Currently the system is maxed out and without the additional HVAC Unit will not sustain the demand</p>

<b>Plan for Funds</b>	<b>Explanation</b>
	and criteria to meet the safety standards recommended by CDC guidance.

## Neglected Institutions

**Agency: Perseus House CS of Excellence**

**Neglected Institution: Perseus House Inc Shelter**

**Allocation Amount: \$66,525.00**

### 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
<b>Academic Impact of Lost Instructional Time</b>	<ul style="list-style-type: none"> <li>• CDT data shall be compared from September 21 to the previous CDT of clients who have previous pre pandemic scores.</li> <li>• Number of Days that remote or synchronous instruction occurs within the 21-22 sy.</li> <li>• Connectivity issues relative to technology in our rural institutions is being enhanced, continued analysis relative to band width and accessibility for our clients and instructional staff.</li> <li>• Client Focus Groups shall take place in October, December, February, and May to evaluate the client's perception relative to lost instructional time.</li> </ul>
<b>Chronic Absenteeism</b>	<ul style="list-style-type: none"> <li>• Due to the nature of our residential N &amp; D programs and their placement status, absenteeism is not a chronic issue.</li> </ul>
<b>Student Engagement</b>	<ul style="list-style-type: none"> <li>• Each quarter we shall review the utilization log within Power School to analyze the amount of time clients engaged the online curriculum, which constitutes their instruction time and day.</li> <li>• Client Focus Groups shall take place in October, December, February and May to evaluate the clients perception relative to Student Engagement.</li> </ul>
	<ul style="list-style-type: none"> <li>• Clients will participate in pre-testing in Aggression Replacement Training, an Evidence-Based program teach pro-social interactions. Each client's assessment</li> </ul>

Methods Used to Understand Each Type of Impact	
<b>Social-emotional Well-being</b>	shall be reviewed by the Mental Therapist assigned to their case. • A Personal Development course has been created as an elective credit, analysis of the semester grades shall be facilitated. • Each morning all Clients receive a Sanctuary (Trauma Informed Care model) assessment to evaluate their current feelings and daily goals. • Client Focus Groups shall take place in October, December, February and May to evaluate the clients perception relative to Social Emotional Well-being.
<b>Other Indicators</b>	• Client Focus Groups shall take place in October, December, February and May to evaluate the clients perception relative to understanding other issues of C19 impact on clients.

### 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 with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	<ul style="list-style-type: none"> <li>• Disaggregate the action responses from the above section between clients with IEP's v. without IEPs and analyze outcomes. • Client Focus Groups shall take place in October, December, February, and May to evaluate the client's perception relative to IEP implementation</li> </ul>

### 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
<b>Strategy #1</b>	Remote and Synchronous Instruction

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:

na

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.

Client's who reside in Delinquent, Dependent, and/or Mental Health congregate care.

**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**

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

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

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

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

**Capacity for Data Collection and Reporting**

N&D Institutions must continuously monitor progress and adjust strategies as needed. Describe the N&D Institution’s capacity and strategy to collect and analyze data (disaggregated by student group, where applicable), for each of the following measures:

	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>
<b>Student learning, including academic impact of lost instructional time during the COVID-19 pandemic</b>	The N&D facility shall implement the plans described above relative to collect and analyze data. Bi-weekly Administrative Meetings are held to maintain open discussions relative to any and all issues brought about via C19. The PHinc. School Supervisor shall meet bi-weekly with the instructional staff and identify any clients who are experiencing and presenting as being significantly impacted and stressed.
	The best strategy to mitigate C19 issues relative to educating our residents is to embrace technology via remote or synchronous instruction. A majority of these funds shall be used to upgrade our educational technology infrastructure,



	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>
<b>Opportunity to learn measures (see help text)</b>	including all aspect of back-end and user-end applications. The progress on purchasing, actualizing, and connectivity shall be reviewed in Bi-Weekly Administrative meetings. Tracking the use of technology during the school year will be monitored by the classroom teacher and forwarded to the School Supervisor on a Bi-weekly basis, this feedback shall be shared with the Director of Technology.
<b>Jobs created and retained (by number of FTEs and position type) (see help text)</b>	na
<b>Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)</b>	na

**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

<b>Plan for Funds</b>	<b>Explanation</b>
	Two main focal points relative to the use of our allocated funds include technology enhancement and air safety. Replacing a HVAC unit will allow for the appropriate guidance levels of CFM’s and air quality

Plan for Funds	Explanation
Continuity of Services	<p>to mitigate the spread of C19 and the associated variants. This will allow the school to remain open and support daily attendance and instructional time. Technology enhancements shall support the increased demand for remote and synchronous learning. The Health and Safety Plan of the host districts and those of Perseus House, Inc. direct remote and synchronous learning to be applied when significant infection or contacts with one who is infected to be frequent. The capacity to ensure our clients remain in access of curriculum and instruction is critical to maintain continuity of services.</p>
Access to Instruction	<p>A majority of the funds will be used to upgrade our technology infrastructure. This will include enhancing our connections, back-end hardware and software, increase performance via wiring and control panels, access points, and desktop/ Chromebook devices. The pandemic has caused our classrooms to work in a virtual environment, which has a capacity demand that is above our current infrastructure. Through upgrading our internet and devices our clients may participate in remote and synchronous learning. Already this year, the host school district had to be virtual due to quarantine status of our facility due to client or Staff exposure or a positive test for C19. Our clients were not able to maintain the curriculum or the pacing as they do when there is no disruption to the school day. These upgrades are critical to maintain the educational opportunities our clients deserve.</p>
Mitigation Strategies	<p>During this C19 pandemic, similar to a majority of human services, a staffing shortage is upon us. Some of these funds may be used to support additional incentive pay to work in facilities that are under quarantine. Should the pandemic maintain throughout the year, additional PPE equipment will be purchased to meet the standards set by the CDC, the N&amp;D HASP as well as the Perseus House, Inc. HASP.</p>
Facilities Improvements	<p>Funds will be used to purchase a new HVAC unit, as the current unit does not function at the level that meets the standards for CFM's and air quality. Currently the system is maxed out and without the additional HVAC Unit will not sustain the demand</p>

<b>Plan for Funds</b>	<b>Explanation</b>
	and criteria to meet the safety standards recommended by CDC guidance.

**Section: Budget - Instruction Expenditures**

**BUDGET OVERVIEW**

**Budget**

\$502,790.00

**Allocation**

\$502,790.00

**Budget Over(Under) Allocation**

\$0.00

**INSTRUCTION EXPENDITURES**

N&D Institution Name	Function	Object	Amount	Description
			\$	
			<b>\$0.00</b>	

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

**BUDGET OVERVIEW**

**Budget**

\$502,790.00

**Allocation**

\$502,790.00

**Budget Over(Under) Allocation**

\$0.00

**SUPPORT AND NON-INSTRUCTION EXPENDITURES**

<b>N&amp;D Institution Name</b>	<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
Perseus House, Inc. - Andromeda House ITU	4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$23,500.00	Cellular tower/ fiber to allow for remote or synchronous instruction with internet access.
Perseus House, Inc. - Andromeda House ITU	2600 - Operation and Maintenance	400 - Purchased Property Services	\$5,000.00	A phone paging system to support security and communication
Perseus House, Inc. - Andromeda House ITU	2600 - Operation and Maintenance	400 - Purchased Property Services	\$5,038.00	Mag lock doors, security cameras, and paging to ensure safety and security of students and grounds
Perseus House, Inc. - Andromeda House ITU	2600 - Operation and Maintenance	400 - Purchased Property Services	\$6,000.00	Connectivity devices, internet, filtering, wifi, networking and licensing to ensure technology safety for system

N&D Institution Name	Function	Object	Amount	Description
Perseus House, Inc. - Andromeda House ITU	2600 - Operation and Maintenance	400 - Purchased Property Services	\$5,000.00	Security cameras to protect facility and add to security
Perseus House, Inc. - Andromeda House ITU	2600 - Operation and Maintenance	600 - Supplies	\$6,000.00	Purchase phones, peripherals, accessories, monitors, battery backup, servers, printers, scanners, copiers, licensing, software, back up devices, cloud, laptop, desktop and cellphones to upgrade the stability of our infrastructure.
Perseus House, Inc. - Andromeda House RTF	4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$23,500.00	Cellular tower/ fiber to allow for remote or synchronous instruction with internet access.
Perseus House, Inc. - Andromeda House RTF	2600 - Operation and Maintenance	400 - Purchased Property Services	\$5,000.00	A phone paging system to support security and communication
Perseus House, Inc. - Andromeda House RTF	2600 - Operation and Maintenance	400 - Purchased Property Services	\$12,000.00	Mag lock doors, security cameras, and paging to ensure safety and
Perseus House, Inc. - Andromeda House RTF	2600 - Operation and Maintenance	400 - Purchased Property Services	\$27,000.00	Connectivity devices, internet, filtering, wifi, networking and licensing to ensure

N&D Institution Name	Function	Object	Amount	Description
				technology safety for system
Perseus House, Inc. - Andromeda House RTF	2600 - Operation and Maintenance	600 - Supplies	\$6,000.00	Purchase phones, peripherals, accessories, monitors, battery backup, servers, printers, scanners, copiers, licensing, software, back up devices, cloud, laptop, desktop and cellphones to upgrade the stability of our infrastructure.
Perseus House, Inc. - Brighter Horizons	4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$6,000.00	Purchase and install new HVAC unit to ensure air flow and quality
Perseus House, Inc. - Girls Enhanced	4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$7,000.00	Purchase and install new HVAC unit to ensure air flow and quality
Perseus House, Inc. - CICTP	4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$8,000.00	Purchase and install new HVAC unit to ensure air flow and quality
	4000 -			

<b>N&amp;D Institution Name</b>	<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
Perseus House, Inc. - Enhanced RTF	FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$8,000.00	Purchase and install new HVAC unit to ensure air flow and quality
Perseus House, Inc. - Male RTF	4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$7,000.00	Purchase and install new HVAC unit to ensure air flow and quality
Perseus House, Inc. - Boys ITP	4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$7,000.00	Purchase and install new HVAC unit to ensure air flow and quality
Perseus House, Inc. - Shelter	4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$7,000.00	Purchase and install new HVAC unit to ensure air flow and quality
Perseus House, Inc. - Brighter Horizons	2600 - Operation and Maintenance	400 - Purchased Property Services	\$1,000.00	A phone paging system to support security and communication
Perseus House, Inc. - Girls Enhanced	2600 - Operation and Maintenance	400 - Purchased Property Services	\$2,000.00	A phone paging system to support security and communication
				A phone paging



<b>N&amp;D Institution Name</b>	<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
Perseus House, Inc. - CICTP	2600 - Operation and Maintenance	400 - Purchased Property Services	\$2,000.00	system to support security and communication
Perseus House, Inc. - Enhanced RTF	2600 - Operation and Maintenance	400 - Purchased Property Services	\$1,000.00	A phone paging system to support security and communication
Perseus House, Inc. - Male RTF	2600 - Operation and Maintenance	400 - Purchased Property Services	\$3,000.00	A phone paging system to support security and communication
Perseus House, Inc. - Boys ITP	2600 - Operation and Maintenance	400 - Purchased Property Services	\$2,000.00	A phone paging system to support security and communication
Perseus House, Inc. - Shelter	2600 - Operation and Maintenance	400 - Purchased Property Services	\$3,000.00	A phone paging system to support security and communication
Perseus House, Inc. - Brighter Horizons	2600 - Operation and Maintenance	700 - Property	\$1,000.00	Connectivity devices to ensure technology firewalls and back-end safety for system
Perseus House, Inc. - Girls Enhanced	2600 - Operation and Maintenance	700 - Property	\$4,000.00	Connectivity devices to ensure technology firewalls and back-end safety for system
Perseus House, Inc. - CICTP	2600 - Operation and Maintenance	700 - Property	\$5,000.00	Connectivity devices to ensure technology firewalls and back-end safety

N&D Institution Name	Function	Object	Amount	Description
				for system
Perseus House, Inc. - Enhanced RTF	2600 - Operation and Maintenance	700 - Property	\$2,000.00	Connectivity devices to ensure technology firewalls and back-end safety for system
Perseus House, Inc. - Male RTF	2600 - Operation and Maintenance	700 - Property	\$6,000.00	Connectivity devices to ensure technology firewalls and back-end safety for system
Perseus House, Inc. - Boys ITP	2600 - Operation and Maintenance	700 - Property	\$6,000.00	Connectivity devices to ensure technology firewalls and back-end safety for system
Perseus House, Inc. - Shelter	2600 - Operation and Maintenance	700 - Property	\$6,000.00	Connectivity devices to ensure technology firewalls and back-end safety for system
Perseus House, Inc. - Brighter Horizons	2600 - Operation and Maintenance	400 - Purchased Property Services	\$1,000.00	Filtering to ensure our at-risk students are not targeted by on line predators and to limit contaminated web sites
Perseus House, Inc. - Girls Enhanced	2600 - Operation and Maintenance	400 - Purchased Property Services	\$4,000.00	Filtering to ensure our at-risk students are not targeted by on line predators and to

N&D Institution Name	Function	Object	Amount	Description
				limit contaminated web sites
Perseus House, Inc. - CICTP	2600 - Operation and Maintenance	400 - Purchased Property Services	\$5,000.00	Filtering to ensure our at-risk students are not targeted by on line predators and to limit contaminated web sites
Perseus House, Inc. - Enhanced RTF	2600 - Operation and Maintenance	400 - Purchased Property Services	\$2,000.00	Filtering to ensure our at-risk students are not targeted by on line predators and to limit contaminated web sites
Perseus House, Inc. - Male RTF	2600 - Operation and Maintenance	400 - Purchased Property Services	\$6,000.00	Filtering to ensure our at-risk students are not targeted by on line predators and to limit contaminated web sites
Perseus House, Inc. - Boys ITP	2600 - Operation and Maintenance	400 - Purchased Property Services	\$6,000.00	Filtering to ensure our at-risk students are not targeted by on line predators and to limit contaminated web sites
Perseus House, Inc. - Shelter	2600 - Operation and Maintenance	400 - Purchased Property Services	\$6,000.00	Filtering to ensure our at-risk students are not targeted by on line predators and to limit contaminated web sites

N&D Institution Name	Function	Object	Amount	Description
Perseus House, Inc. - Brighter Horizons	2600 - Operation and Maintenance	400 - Purchased Property Services	\$1,000.00	Access points allow for remote and synchronous learning on the residential grounds
Perseus House, Inc. - Girls Enhanced	2600 - Operation and Maintenance	400 - Purchased Property Services	\$4,000.00	Access points allow for remote and synchronous learning on the residential grounds
Perseus House, Inc. - CICTP	2600 - Operation and Maintenance	400 - Purchased Property Services	\$5,000.00	Access points allow for remote and synchronous learning on the residential grounds
Perseus House, Inc. - Enhanced RTF	2600 - Operation and Maintenance	400 - Purchased Property Services	\$2,000.00	Access points allow for remote and synchronous learning on the residential grounds
Perseus House, Inc. - Male RTF	2600 - Operation and Maintenance	400 - Purchased Property Services	\$6,000.00	Access points allow for remote and synchronous learning on the residential grounds
Perseus House, Inc. - Boys ITP	2600 - Operation and Maintenance	400 - Purchased Property Services	\$6,000.00	Access points allow for remote and synchronous learning on the residential grounds
Perseus House, Inc. - Shelter	2600 - Operation and Maintenance	400 - Purchased Property Services	\$6,000.00	Access points allow for remote and synchronous learning on the residential grounds
				Maintenance

N&D Institution Name	Function	Object	Amount	Description
Perseus House, Inc. - Girls Enhanced	2600 - Operation and Maintenance	100 - Salaries	\$5,000.00	support position for cleaning and pandemic CDC guidance for school safety
Perseus House, Inc. - CICTP	2600 - Operation and Maintenance	100 - Salaries	\$7,000.00	Maintenance support position for cleaning and pandemic CDC guidance for school safety
Perseus House, Inc. - Enhanced RTF	2600 - Operation and Maintenance	100 - Salaries	\$1,000.00	Maintenance support position for cleaning and pandemic CDC guidance for school safety
Perseus House, Inc. - Male RTF	2600 - Operation and Maintenance	100 - Salaries	\$12,000.00	Maintenance support position for cleaning and pandemic CDC guidance for school safety
Perseus House, Inc. - Boys ITP	2600 - Operation and Maintenance	100 - Salaries	\$6,000.00	Maintenance support position for cleaning and pandemic CDC guidance for school safety
Perseus House, Inc. - Shelter	2600 - Operation and Maintenance	100 - Salaries	\$8,000.00	Maintenance support position for cleaning and pandemic CDC guidance for school safety
				Position to support

<b>N&amp;D Institution Name</b>	<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
Perseus House, Inc. - Girls Enhanced	2600 - Operation and Maintenance	100 - Salaries	\$4,000.00	aquisition and instalation of new technology and related services
Perseus House, Inc. - CICTP	2600 - Operation and Maintenance	100 - Salaries	\$7,000.00	Position to support aquisition and instalation of new technology and related services
Perseus House, Inc. - Enhanced RTF	2600 - Operation and Maintenance	100 - Salaries	\$1,000.00	Position to support aquisition and instalation of new technology and related services
Perseus House, Inc. - Male RTF	2600 - Operation and Maintenance	100 - Salaries	\$11,000.00	Position to support aquisition and instalation of new technology and related services
Perseus House, Inc. - Boys ITP	2600 - Operation and Maintenance	100 - Salaries	\$5,000.00	Position to support aquisition and instalation of new technology and related services
Perseus House, Inc. - Shelter	2600 - Operation and Maintenance	100 - Salaries	\$8,000.00	Position to support aquisition and instalation of new technology and related services
Perseus House, Inc. - Brighter Horizons	2600 - Operation and Maintenance	400 - Purchased Property Services	\$4,000.00	Security cameras to protect facility and add to security

N&D Institution Name	Function	Object	Amount	Description
Perseus House, Inc. - Girls Enhanced	2600 - Operation and Maintenance	400 - Purchased Property Services	\$5,000.00	Security cameras to protect facility and add to security
Perseus House, Inc. - CICTP	2600 - Operation and Maintenance	400 - Purchased Property Services	\$5,000.00	Security cameras to protect facility and add to security
Perseus House, Inc. - Enhanced RTF	2600 - Operation and Maintenance	400 - Purchased Property Services	\$5,000.00	Security cameras to protect facility and add to security
Perseus House, Inc. - Male RTF	2600 - Operation and Maintenance	400 - Purchased Property Services	\$5,000.00	Security cameras to protect facility and add to security
Perseus House, Inc. - Boys ITP	2600 - Operation and Maintenance	400 - Purchased Property Services	\$5,000.00	Security cameras to protect facility and add to security
Perseus House, Inc. - Shelter	2600 - Operation and Maintenance	400 - Purchased Property Services	\$5,000.00	Security cameras to protect facility and add to security
Perseus House, Inc. - Brighter Horizons	2600 - Operation and Maintenance	600 - Supplies	\$10,000.00	Purchase phones, peripherals, accessories, monitors, battery backup, servers, printers, scanners, copiers, licensing, software, back up devices, cloud, laptop, desktop and cellphones to upgrade the stability of our

N&D Institution Name	Function	Object	Amount	Description
				infrastructure.
Perseus House, Inc. - Girls Enhanced	2600 - Operation and Maintenance	600 - Supplies	\$15,000.00	Purchase phones, peripherals, accessories, monitors, battery backup, servers, printers, scanners, copiers, licensing, software, back up devices, cloud, laptop, desktop and cellphones to upgrade the stability of our infrastructure.
Perseus House, Inc. - CICTP	2600 - Operation and Maintenance	600 - Supplies	\$15,000.00	Purchase phones, peripherals, accessories, monitors, battery backup, servers, printers, scanners, copiers, licensing, software, back up devices, cloud, laptop, desktop and cellphones to upgrade the stability of our infrastructure.
Perseus House, Inc. - Enhanced RTF	2600 - Operation and Maintenance	600 - Supplies	\$13,000.00	Purchase phones, peripherals, accessories, monitors, battery backup, servers, printers, scanners, copiers, licensing, software, back up devices, cloud, laptop, desktop and cellphones to upgrade the stability of our



N&D Institution Name	Function	Object	Amount	Description
				infrastructure.
Perseus House, Inc. - Male RTF	2600 - Operation and Maintenance	600 - Supplies	\$15,000.00	Purchase phones, peripherals, accessories, monitors, battery backup, servers, printers, scanners, copiers, licensing, software, back up devices, cloud, laptop, desktop and cellphones to upgrade the stability of our infrastructure.
Perseus House, Inc. - Boys ITP	2600 - Operation and Maintenance	600 - Supplies	\$15,000.00	Purchase phones, peripherals, accessories, monitors, battery backup, servers, printers, scanners, copiers, licensing, software, back up devices, cloud, laptop, desktop and cellphones to upgrade the stability of our infrastructure.
Perseus House, Inc. - Shelter	2600 - Operation and Maintenance	600 - Supplies	\$15,000.00	Purchase phones, peripherals, accessories, monitors, battery backup, servers, printers, scanners, copiers, licensing, software, back up devices, cloud, laptop, desktop and cellphones to upgrade the stability of our

N&D Institution Name	Function	Object	Amount	Description
				infrastructure.
Perseus House, Inc. - Brighter Horizons	2600 - Operation and Maintenance	600 - Supplies	\$2,572.00	Wiring to support the upgraded technology infrastructure
Perseus House, Inc. - Girls Enhanced	2600 - Operation and Maintenance	600 - Supplies	\$2,252.00	Wiring to support the upgraded technology infrastructure
Perseus House, Inc. - CICTP	2600 - Operation and Maintenance	600 - Supplies	\$2,370.00	Wiring to support the upgraded technology infrastructure
Perseus House, Inc. - Enhanced RTF	2600 - Operation and Maintenance	600 - Supplies	\$2,286.00	Wiring to support the upgraded technology infrastructure
Perseus House, Inc. - Male RTF	2600 - Operation and Maintenance	600 - Supplies	\$2,786.00	Wiring to support the upgraded technology infrastructure
Perseus House, Inc. - Boys ITP	2600 - Operation and Maintenance	600 - Supplies	\$2,961.00	Wiring to support the upgraded technology infrastructure
Perseus House, Inc. - Shelter	2600 - Operation and Maintenance	600 - Supplies	\$2,525.00	Wiring to support the upgraded technology infrastructure
			<b>\$502,790.00</b>	

**Section: Budget - Budget Summary**  
**BUDGET SUMMARY**

	<b>100 Salaries</b>	<b>200 Benefits</b>	<b>300 Purchased Professional and Technical Services</b>	<b>400 Purchased Property Services</b>	<b>500 Other Purchased Services</b>	<b>600 Supplies 800 Dues and Fees</b>	<b>700 Property</b>	<b>Totals</b>
<b>1000 Instruction</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1300 CAREER AND TECHNICAL EDUCATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1400 Other Instructional Programs – Elementary / Secondary</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1600 * ADULT EDUCATION PROGRAMS</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1700 Higher Education Programs</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1800 Pre-K</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2000 SUPPORT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2100 SUPPORT SERVICES – STUDENTS</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2200 Staff Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2300 SUPPORT SERVICES – ADMINISTRATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

	<b>100 Salaries</b>	<b>200 Benefits</b>	<b>300 Purchased Professional and Technical Services</b>	<b>400 Purchased Property Services</b>	<b>500 Other Purchased Services</b>	<b>600 Supplies 800 Dues and Fees</b>	<b>700 Property</b>	<b>Totals</b>
<b>2400 Health Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2500 Business Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2600 Operation and Maintenance</b>	\$75,000.00	\$0.00	\$0.00	\$173,038.00	\$0.00	\$127,752.00	\$30,000.00	\$405,790.00
<b>2700 Student Transportation</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2800 Central Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3000 OPERATION OF NON-INSTRUCTIONAL SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3100 Food Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3200 Student Activities</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3300 Community Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$97,000.00	\$97,000.00
	<b>\$75,000.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$173,038.00</b>	<b>\$0.00</b>	<b>\$127,752.00</b>	<b>\$127,000.00</b>	<b>\$502,790.00</b>
<b>Approved Indirect Cost/Operational Rate: 0.0000</b>								<b>\$0.00</b>
<b>Final</b>								<b>\$502,790.00</b>