

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
Crossroads Group Homes and Services Boys
Crossroads Home for Girls
MHY Family Services Longmore Academy

Building Name
Summit Academy

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
MHY Family Services Longmore Academy	Students, families, teachers and teaching assistants, Longmore Academy supervisory staff and Directors of Education as well as MHY Family Services staff has and will continue to have meaningful consultation and collaboration in planning to use ARP ESSER funding. Parents/guardians, home districts, and students are surveyed for their opinions several times a year
	The Summit Academy believes 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. Summit has communicated with most of our stakeholders to evaluate both safety and instructional needs that

N&D Institution Name	Stakeholder Engagement
Summit Academy	<p>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. Summit has facilitated an assessment relative to air quality and technology barriers. As a direct result from these consultations and guidance from our stakeholders most of these funds will enhance the air quality, ventilation, and fresh air accessibility through high efficiency window installation in classroom environments. Due to the age of the building, our antiquated HVAC system is unable to provide the enhanced airflow the CDC recommends. By upgrading the system, we will be able to enhance the air quality in the building, providing a better learning environment for our students and working environment for our staff. Additionally, Summit School plans to purchase Edgenuity software so that kids that have to quarantine or isolate can continue seamless learning. Edgenuity will aid students to recover from the drastic learning loss they have experienced since Covid first took kids out of school. With Edgenuity, our kids will receive data-driven personalized intervention, credit recovery, online curriculum, virtual learning, and test readiness. Our school will purchase twenty laptops and two storage and charging carts to make learning seamless. The laptops will be set up with Edgenuity so that we can transition a student from in classroom to virtual learning at a moment's notice. Throughout the C19 pandemic Summit 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>
Crossroads Group Homes and Services Boys	<p>This institution has been engaged in meaningful consultations on how best to serve the students and how to keep the students, families, and staff apprised on how this institution will adhere to COVID-19 protocols and recommendations from the PA Departments of Health, Education, and</p>

N&D Institution Name	Stakeholder Engagement
	Welfare.
Crossroads Home for Girls	This institution has been engaged in meaningful consultations on how best to serve the students and how to keep the students, families, and staff apprised on how this institution will adhere to COVID-19 protocols and recommendations from the PA Departments of Health, Education, and Welfare.

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
MHY Family Services Longmore Academy	Longmore Academy will utilize stakeholder input in the development of the N&D plan for the use of ARP ESSER funds by incorporating feedback into the planning and implementation of the use of the funds. Stakeholders were asked to prioritize needs and the greatest need will be given highest consideration.
Summit Academy	Summit Academy 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. Summit shall continue to evaluate the current plan and make necessary adjustments with stakeholder input to ensure the effectiveness/ impact of the ARP ESSER funds.
	This institution has taken the input from students, parents, staff, Departments of Health,

N&D Institution Name	Use of Stakeholder Input
Crossroads Group Homes and Services Boys	Education, and Welfare and implemented them into the Health and Safety Plan. The institution continually monitors the number of students/staff that are affected by COVID-19 and adjust learning according to the numbers (in person learning or virtual learning) and as the protocols outlines in the Health and Safety Plan.
Crossroads Home for Girls	This institution has taken the input from students, parents, staff, Departments of Health, Education, and Welfare and implemented them into the Health and Safety Plan. The institution continually monitors the number of students/staff that are affected by COVID-19 and adjust learning according to the numbers (in person learning or virtual learning) and as the protocols outlines in the Health and Safety Plan.

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
MHY Family Services Longmore Academy	Longmore Academy will post the plan for use on the MHY Family Services' website in language that parents/caregivers can understand, and will be provided in an alternative format upon request by a parent/caregiver upon request by a parent/caregiver who is 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 Summit Board of Directors and

N&D Institution Name	Public Access to N&D Institutions Plan for the Funds
Summit Academy	reflected in the November Meeting minutes. Upon approval from PDE, Summit will post to our website 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.
Crossroads Group Homes and Services Boys	Crossroads Group Home Inc- Boys will have a statement about the use of ESSER funds readily available for parents to review upon request that is reader friendly, willing to translate to native language as needed, as well as be prepared to post on the company's website.
Crossroads Home for Girls	Crossroads Group Home Inc- Girls will have a statement about the use of ESSER funds readily available for parents to review upon request that is reader friendly, willing to translate to native language as needed, as well as be prepared to post on the company's website.

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
			Summit Academy intends to use a significant portion of its allocation to replace and install and enhance HVAC system

N&D Institution Name	Type of Project	Name of Proposed Project	Brief Description of Proposed Project
Summit Academy	Capital Expenditure	HVAC Replacement	<p>in the dorms of the school. Our antiquated system is original to the building and does not meet CDC requirements for efficient airflow and indoor air quality. As a residential program, it is vital that the living quarters of our students meet proper health and safety standards.</p> <p>Additionally, if students are exposed to COVID, they are quarantined to their dorm rooms so it is vital there is proper airflow in those sections of the building</p>



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
MHY Family Services Longmore Academy	https://mhyfamilyservices.org/mhy-family-services-covid-19-response/
Crossroads Group Homes and Services Boys	http://crossroadsprivateschool.org/
Crossroads Home for Girls	http://crossroadsprivateschool.org/
Summit Academy	https://theacademyschools.com/the-summit-academy/



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

Neglected Institutions

Agency: Midwestern IU 4

Neglected Institution: Crossroads Group Homes & Services - Boys

Allocation Amount: \$6,622.00

Section: Neglecteds and Delinquents - N&D Institutions

NEGLECTED AND DELINQUENT INSTITUTIONS IMPACT OF NEEDS AND PLAN FOR FUNDS

Section I: Assessing Impacts and Needs

In this first section, N&Ds are asked to describe the impact of the pandemic on their students, examine disproportionate impacts on specific student groups, and highlight the N&D's promising practices in supporting student needs since March 2020.

Indicators of Impact

1. Understanding the Impact of the COVID-19 Pandemic: Describe how the N&D has identified or will identify the extent of the impact of the COVID-19 pandemic on student learning and well-being. Specifically, what methods (i.e., collecting and analyzing data and information from focus groups, surveys, and local assessment results) were used or will be used to identify and measure impacts in four key areas: (1) Academic impact of lost instructional time, (2) Chronic absenteeism, (3) Student engagement, and (4) Social-emotional well-being?

	Methods Used to Understand Each Type of Impact
Academic Impact of Lost Instructional Time	Comparison of assessments from previous years to current time period
Chronic Absenteeism	Attendance Logs compared to Grades
Student Engagement	Participation grades
Social-emotional Well-being	Group classes, Point cards
Other Indicators	Teacher input, behavior staff input

Documenting Disproportionate Impacts

2. Identify the **student** groups in the N&D that faced particularly significant impacts from the pandemic. For each, provide specific strategies that were used or will be used to identify and measure impacts.

Student Group	Provide specific strategies that were used or will be used to identify and measure
---------------	--

	impacts
Children and youth in foster care	Children and youth in group home care - Comparison of testing and grades prior to 3/13/2020 through present date to look for indications of regression of academic ability and skills.

Reflecting on Local Strategies

3. Provide the N&D's assessment of the top strategy that has been most effective in supporting the needs of students, in particular specific student groups most impacted by the COVID-19 pandemic. Strategies two and three below are optional.

	Strategy Description
Strategy #1	Measurement of steady progression of educational levels

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

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

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

TBD

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

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

- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))
- Students experiencing homelessness
- Children and youth in foster care
- Migrant students
- Other student groups: (provide description below)

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

Students currently in group home

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

	Strategy Description
Strategy #2	TBD

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

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

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

TBD

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.

TBD

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

	Strategy Description
Strategy #3	TBD

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

- Academic Impact of Lost Instructional Time
- Chronic absenteeism
- Student engagement
- Social-emotional well-being
- Other impact

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

TBD

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:

TBD

Capacity for Data Collection and Reporting

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

	Data Collection and Analysis Plan (including plan to disaggregate data)
Student learning, including academic impact of lost instructional time during the COVID-19 pandemic	Comparison of pre and post test data from 2019 to current time period along with 9 week grade comparisons
Opportunity to learn measures (see help text)	
Jobs created and retained (by number of FTEs and position type) (see help text)	1 position has been created - Health and Safety Director
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	N/A

Plan for ARP ESSER Funds

How will the N&D Institutions spend its ARP ESSER funds as outlined in the fields below?

1. Continuity of Services: How will the N&D Institutions use ARP ESSER funds to sustain services to address students' academic needs; students' and staff social, emotional, and mental health needs; and student nutrition and food services?
2. Access to Instruction: How will the N&D Institutions use ARP ESSER funds to support the goals of increasing opportunity to learn and equity in instructional delivery? Consider regular attendance/chronic absenteeism data from the 2020-21 school year, including data disaggregated by student groups, in developing the response.
3. Mitigation Strategies: How will the N&D Institutions use ARP ESSER funds to support prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities and transportation services to effectively maintain the health and safety of students, educators, and other staff? Consider the N&D Institution's Health and Safety Plan in developing the response.
4. Facilities Improvements: How will the N&D Institutions use ARP ESSER funds to repair and improve school facilities to reduce risk of virus transmission, address environmental health hazards, and/or improve ventilation? Consider the N&D's Health and Safety Plan in developing the response.
5. Staff Recruitment, Support, and Retention: How will the N&D Institution use ARP-ESSER funds to maintain staff and provide professional training and/or improve working conditions for staff?
6. Other; i.e. summer school, extended day

Plan for Funds	Explanation
Mitigation Strategies	The plan for the funds is to create a position for a Health and Safety Director that is able to be maintained financially after the COVID-19 pandemic has subsided. The position was initially created to meet the demands of COVID-19 regulations and procedures mandated by various governmental agencies as well as to assist in implementing these regulations and procedures into Crossroads Group Home and Services Boys. The funds will be directly related to the initial financial implications of the position from May of 2020 when it was created and the finances used to bring Crossroads Group Homes and Services Boys in compliance of the numerous mandates, regulations, procedures required by Federal, State, and Local Agencies.

Neglected Institutions

Agency: Midwestern IU 4

Neglected Institution: Crossroads Home for Girls

Allocation Amount: \$7,972.00

Section: Neglecteds and Delinquents - N&D Institutions

NEGLECTED AND DELINQUENT INSTITUTIONS IMPACT OF NEEDS AND PLAN FOR FUNDS

Section I: Assessing Impacts and Needs

In this first section, N&Ds are asked to describe the impact of the pandemic on their students, examine disproportionate impacts on specific student groups, and highlight the N&D's promising practices in supporting student needs since March 2020.

Indicators of Impact

1. Understanding the Impact of the COVID-19 Pandemic: Describe how the N&D has identified or will identify the extent of the impact of the COVID-19 pandemic on student learning and well-being. Specifically, what methods (i.e., collecting and analyzing data and information from focus groups, surveys, and local assessment results) were used or will be used to identify and measure impacts in four key areas: (1) Academic impact of lost instructional time, (2) Chronic absenteeism, (3) Student engagement, and (4) Social-emotional well-being?

	Methods Used to Understand Each Type of Impact
Academic Impact of Lost Instructional Time	Comparison of assessments from previous years to current time period
Chronic Absenteeism	Attendance Logs compared to Grades
Student Engagement	Participation grades
Social-emotional Well-being	Group classes, Point cards
Other Indicators	Teacher input, behavior staff input

Documenting Disproportionate Impacts

2. Identify the **student** groups in the N&D that faced particularly significant impacts from the pandemic. For each, provide specific strategies that were used or will be used to identify and measure impacts.

Student Group	Provide specific strategies that were used or will be used to identify and measure
---------------	--

	impacts
Children and youth in foster care	Children and youth in group home care - Comparison of testing and grades prior to 3/13/2020 through present date to look for indications of regression of academic ability and skills

Reflecting on Local Strategies

3. Provide the N&D's assessment of the top strategy that has been most effective in supporting the needs of students, in particular specific student groups most impacted by the COVID-19 pandemic. Strategies two and three below are optional.

	Strategy Description
Strategy #1	Measurement of steady progression of educational levels

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

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

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

TBD

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

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

- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))
- Students experiencing homelessness
- Children and youth in foster care
- Migrant students
- Other student groups: (provide description below)

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

Students currently in group home 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

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

TBD

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.

TBD

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

	Strategy Description
Strategy #3	TBD

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

- Academic Impact of Lost Instructional Time
- Chronic absenteeism
- Student engagement
- Social-emotional well-being
- Other impact

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

TBD

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:

TBD

Capacity for Data Collection and Reporting

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

	Data Collection and Analysis Plan (including plan to disaggregate data)
Student learning, including academic impact of lost instructional time during the COVID-19 pandemic	Comparison of pre and post test data from 2019 to current time period along with 9 week grade comparisons
Opportunity to learn measures (see help text)	TBD
Jobs created and retained (by number of FTEs and position type) (see help text)	1 position has been created - Health and Safety Director
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	Not Applicable

Plan for ARP ESSER Funds

How will the N&D Institutions spend its ARP ESSER funds as outlined in the fields below?

1. Continuity of Services: How will the N&D Institutions use ARP ESSER funds to sustain services to address students' academic needs; students' and staff social, emotional, and mental health needs; and student nutrition and food services?
2. Access to Instruction: How will the N&D Institutions use ARP ESSER funds to support the goals of increasing opportunity to learn and equity in instructional delivery? Consider regular attendance/chronic absenteeism data from the 2020-21 school year, including data disaggregated by student groups, in developing the response.
3. Mitigation Strategies: How will the N&D Institutions use ARP ESSER funds to support prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities and transportation services to effectively maintain the health and safety of students, educators, and other staff? Consider the N&D Institution's Health and Safety Plan in developing the response.
4. Facilities Improvements: How will the N&D Institutions use ARP ESSER funds to repair and improve school facilities to reduce risk of virus transmission, address environmental health hazards, and/or improve ventilation? Consider the N&D's Health and Safety Plan in developing the response.
5. Staff Recruitment, Support, and Retention: How will the N&D Institution use ARP-ESSER funds to maintain staff and provide professional training and/or improve working conditions for staff?
6. Other; i.e. summer school, extended day

Plan for Funds	Explanation
Staff Recruitment, Support, and Retention	The plan for the funds is to create a position that is able to be maintained financially after the COVID-19 pandemic has subsided. The position was initially created to meet the demands of COVID-19 regulations and procedures mandated by various governmental agencies as well as to assist in implementing these regulations and procedures into Crossroads Group Home and Services Boys. The funds will be directly related to the initial financial implications of the position from May of 2020 when it was created and the finances used to bring Crossroads Group Homes and Services Boys in compliance of the numerous mandates, regulations, procedures required by Federal, State, and Local Agencies

Neglected Institutions

Agency: Midwestern IU 4

Neglected Institution: MHY Family Services Longmore Academy

Allocation Amount: \$94,909.00

Section: Neglecteds and Delinquents - N&D Institutions

NEGLECTED AND DELINQUENT INSTITUTIONS IMPACT OF NEEDS AND PLAN FOR FUNDS

Section I: Assessing Impacts and Needs

In this first section, N&Ds are asked to describe the impact of the pandemic on their students, examine disproportionate impacts on specific student groups, and highlight the N&D's promising practices in supporting student needs since March 2020.

Indicators of Impact

1. Understanding the Impact of the COVID-19 Pandemic: Describe how the N&D has identified or will identify the extent of the impact of the COVID-19 pandemic on student learning and well-being. Specifically, what methods (i.e., collecting and analyzing data and information from focus groups, surveys, and local assessment results) were used or will be used to identify and measure impacts in four key areas: (1) Academic impact of lost instructional time, (2) Chronic absenteeism, (3) Student engagement, and (4) Social-emotional well-being?

	Methods Used to Understand Each Type of Impact
Academic Impact of Lost Instructional Time	Longmore Academy will use different types of assessments including local, formative, summative and diagnostic assessments to analyze impact. Longmore Academy will provide individualized instruction to meet the needs of all students. The use of an English/Language Arts remediation teacher will be employed to address deficits. Longmore offers a 7-week summer school and extended school year program to assist all special education students with learning loss. Longmore will continue to have small class size to allow for flexible small group and individualized instruction.
Chronic Absenteeism	Longmore Academy will continue to engage parents in effort to identify underlying issue that is causing absenteeism. Longmore will work with home district to have a team approach to those students that are having issues with attendance. School Counselor, Behavior Specialist, Special Education Case Managers will each work to support underlying mental health issues that contribute to school avoidance. Schoolwide positive behavior support also utilized to increase attendance.
	Students are surveyed several times throughout the academic year to

	Methods Used to Understand Each Type of Impact
Student Engagement	assist in identifying issues related to engagement. Small class size, Sanctuary Trauma Informed approach and additional supports are implemented as needs arise.
Social-emotional Well-being	All Longmore Academy staff are trained in Sanctuary Trauma Informed Care. Longmore provides counseling services and provides ongoing consultation and collaboration with students' community-based therapy professionals. All students complete a safety plan to help identify coping skills and an individual crisis management plan that helps outline triggers and means to reduce stress and anxiety. School Nurse to proactively approach needs of students in a coordinated way with the Longmore team.
Other Indicators	

Documenting Disproportionate Impacts

2. Identify the **student** groups in the N&D that faced particularly significant impacts from the pandemic. For each, provide specific strategies that were used or will be used to identify and measure impacts.

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	Examination of each student's IEP goals to ascertain where deficits are evident, use of varying forms of assessments including formative, summative, local and diagnostic, curriculum-based assessments to determine regression and recoupment skills of identified areas of weakness, and formal school evaluations as needed to critically analyze aspects of student's functioning in the school environment i.e., memory, cognition, reasoning, executive functioning, behavior, math and reading skills, etc.
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	Ongoing assessment of learning styles to best individualize instruction, barriers that negatively impact learning such as food scarcity, poverty, lack of access to technology, use of remediation English/Language Arts teacher to reinforce skill gaps, providing food to economically disadvantaged students and their families.
	Formation of Gay/Straight Alliance Club to help students share experiences, have a safe, non-judgmental environment to support one another,

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	positive behavior schoolwide support to create safe academic environment where bullying is not tolerated, counseling, peer mediation and small focused groups led by School Counselor and Behavior Specialist.

Reflecting on Local Strategies

3. Provide the N&D's assessment of the top strategy that has been most effective in supporting the needs of students, in particular specific student groups most impacted by the COVID-19 pandemic. Strategies two and three below are optional.

	Strategy Description
Strategy #1	Longmore Academy is proud to provide Sanctuary Trauma Informed Care in school. All staff, are trained annually. We partner with a Trauma specialist and consult regarding themes in the school and students in particular as needs arise. Students and faculty participate and use Sanctuary tools to best meet the social and emotional needs of students such as community meetings, individual safety plans, red flag meetings, and SELF. Providing a safe and nurturing academic environment is one of the main priorities. We have and will continue to assess individual student trauma that has only been exasperated by the chronic stress of the pandemic.

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

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

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

Gender

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.

TBD

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

	Strategy Description
Strategy #2	Use of data to inform instruction. Special Education Coordinator leads initiative to look at student progress toward goals, use data to realign curriculum, and analysis of formative and summative data to address student learning loss.

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

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

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

TBD

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.**

TBD

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

	Strategy Description
Strategy #3	All students have access to technology. Longmore was able to pivot when the pandemic started and quickly moved to remote instruction. Each student was given a Chromebook to use and every effort was made for students to have access to the internet. Teachers all learned how to use google classrooms and zoom for synchronous and asynchronous instruction. Supports and resources were put in place so that if, and when, the school needs to close for any reason there will not be a gap in instruction.

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

- Academic Impact of Lost Instructional Time

- Chronic absenteeism**
- Student engagement**
- Social-emotional well-being**
- Other impact**

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

TBD

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:

YBD

Capacity for Data Collection and Reporting

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

	Data Collection and Analysis Plan (including plan to disaggregate data)
	Student learning, including academic impact of lost instructional time during the COVID-19 pandemic-all students are assessed in math and

	Data Collection and Analysis Plan (including plan to disaggregate data)
Student learning, including academic impact of lost instructional time during the COVID-19 pandemic	reading upon admission, before winter holiday break and at the end of the school year. GMADE and GRADE assessments are utilized. All special education students' IEP goals are tracked and progress is monitored. Probes are given to assess weekly progress. Longmore Academy uses formative and summative assessments as well as local assessments to determine growth and achievement. Results of assessments drive and inform instruction. All special education students are given the opportunity to participate in a 7 week long Extended School year program in the summer and summer school is also offered to all students to focus on skills that may have been missed due to impact of the pandemic.
Opportunity to learn measures (see help text)	Opportunity to learn measures-Longmore consistently focuses on ways to enhance learning for students and staff. Learning is a lifelong process and Longmore is committed to our staff continued professional growth and development as well as students. PD helps teachers identify and analyze student data in meaningful ways that is critical to student success. Teachers individual learning to meet varying student needs. Each classroom has a smartboard, Chromebooks for students, several classrooms have iPads. These items are particularly useful in engaging students in the curriculum.
Jobs created and retained (by number of FTEs and position type) (see help text)	School Nurse position will be created and maintained. A portion of the School Counselor position will be funded by ARP ESSER as well.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	We plan on using funding to finance a school nurse salary plus benefits as well as a portion of the School Counselor position. The School Counselor runs therapeutic, specialized groups to address coping skills, grief/loss, healthy relationships, LGBTQIA+ related issues, and trauma. The School Nurse will operate schoolwide health and wellness programming. The School Nurse, in conjunction with the Physical Education teacher and the Behavior Specialist, will proactively address concerns related to sedentary lifestyle, poor eating habits, inadequate sleep, food insecurity, and basic health needs. By addressing the underlying symptoms that have been exacerbated by COVID, we aim to assist students to be in a mindset that is ready to learn.

Plan for ARP ESSER Funds

How will the N&D Institutions spend its ARP ESSER funds as outlined in the fields below?

1. Continuity of Services: How will the N&D Institutions use ARP ESSER funds to sustain services to address students' academic needs; students' and staff social, emotional, and mental health needs; and student nutrition and food services?
2. Access to Instruction: How will the N&D Institutions use ARP ESSER funds to support the goals of increasing opportunity to learn and equity in instructional delivery? Consider regular attendance/chronic absenteeism data from the 2020-21 school year, including data disaggregated

- by student groups, in developing the response.
3. Mitigation Strategies: How will the N&D Institutions use ARP ESSER funds to support prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities and transportation services to effectively maintain the health and safety of students, educators, and other staff? Consider the N&D Institution's Health and Safety Plan in developing the response.
 4. Facilities Improvements: How will the N&D Institutions use ARP ESSER funds to repair and improve school facilities to reduce risk of virus transmission, address environmental health hazards, and/or improve ventilation? Consider the N&D's Health and Safety Plan in developing the response.
 5. Staff Recruitment, Support, and Retention: How will the N&D Institution use ARP-ESSER funds to maintain staff and provide professional training and/or improve working conditions for staff?
 6. Other; i.e. summer school, extended day

Plan for Funds	Explanation
Continuity of Services	Having a nurse will help promote social, emotional and mental health well-being. School Counselor will also assist by having individual and group therapy sessions, will conduct mental status exams, will monitor stability and progress through data collection of progress monitoring.
Access to Instruction	Schoolwide monitoring of attendance, coordination and communication with parents/guardians, collaboration with community based formal and informal supports, IEP team making decisions.
Mitigation Strategies	Longmore Academy will continue to follow all CDC recommendations as they relate to health and safety planning. Our mitigation policies are in line with most up to date guidelines for the reopening and operation of school facilities.
Facilities Improvements	N/A
Staff Recruitment, Support, and Retention	ARP ESSER funds will be used to maintain staff positions and the school nurse and the school counselor are both instrumental positions in terms of providing professional development and support to Longmore team members. The trainings that the school nurse and counselor will provide will assist with self-care and emotional regulation for staff that will in turn benefit the education the students will receive.

Neglected Institutions

Agency: Midwestern IU 4

Neglected Institution: Summit Academy

Allocation Amount: \$711,027.00

Section: Neglecteds and Delinquents - N&D Institutions

NEGLECTED AND DELINQUENT INSTITUTIONS IMPACT OF NEEDS AND PLAN FOR FUNDS

Section I: Assessing Impacts and Needs

In this first section, N&Ds are asked to describe the impact of the pandemic on their students, examine disproportionate impacts on specific student groups, and highlight the N&D's promising practices in supporting student needs since March 2020.

Indicators of Impact

1. Understanding the Impact of the COVID-19 Pandemic: Describe how the N&D has identified or will identify the extent of the impact of the COVID-19 pandemic on student learning and well-being. Specifically, what methods (i.e., collecting and analyzing data and information from focus groups, surveys, and local assessment results) were used or will be used to identify and measure impacts in four key areas: (1) Academic impact of lost instructional time, (2) Chronic absenteeism, (3) Student engagement, and (4) Social-emotional well-being?

	Methods Used to Understand Each Type of Impact
Academic Impact of Lost Instructional Time	Our students are usually at least a grade behind academically because of various issues at their previous school(s); the pandemic has exacerbated this as remote learning can be very difficult for some students. To track the academic progress of our students who were on campus before, during, and after the pandemic, we plan to evaluate and analyze their CDDT scores.
Chronic Absenteeism	Not an issue as this is a residential placement
Student Engagement	Our student council acts as a representation of our student body to bring new ideas and inform administration of the needs of our students. We will continue to work with them to find new ways to ensure that our students have the resources they need despite the pandemic.
Social-emotional Well-being	As a Trauma Informed Care facility, our student's social and emotional well-being is a top priority. We have done what we can to maintain some level of normalcy in our program by continuing to conduct various recreational activities in accordance with social distancing guidelines. Additionally, we will perform student interviews and work with our mental health therapists

	Methods Used to Understand Each Type of Impact
	to evaluate the over mental health of our student body
Other Indicators	

Documenting Disproportionate Impacts

2. Identify the **student** groups in the N&D that faced particularly significant impacts from the pandemic. For each, provide specific strategies that were used or will be used to identify and measure impacts.

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	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 December, February, and May to evaluate the client's perception relative to IEP implementation

Reflecting on Local Strategies

3. Provide the N&D's assessment of the top strategy that has been most effective in supporting the needs of students, in particular specific student groups most impacted by the COVID-19 pandemic. Strategies two and three below are optional.

	Strategy Description
Strategy #1	In-person and Synchronous Instruction during C19 as warranted

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

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

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

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

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

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

Students who reside in N&D facilities

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

	Strategy Description
Strategy #2	

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

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

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

TBD

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.**

TBD

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

	Strategy Description
Strategy #3	TBD

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

- Academic Impact of Lost Instructional Time
- Chronic absenteeism
- Student engagement
- Social-emotional well-being
- Other impact

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

TBD

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:**

TBD

Capacity for Data Collection and Reporting

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

	Data Collection and Analysis Plan (including plan to disaggregate data)
Student learning, including academic impact of lost instructional time during the COVID-19 pandemic	The N&D facility shall implement the strategy and plans 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 Summit Academy Supervisor shall meet bi-weekly with the instructional staff and identify any clients who are experiencing and presenting as being significantly impacted and stressed.
Opportunity to learn measures (see help	The best strategy to mitigate C19 issues relative to educating Summit is to embrace technology via in-person and synchronous instruction. A portion of these funds shall be used to upgrade the educational technology infrastructure, including all aspect of back-end and user-end applications and devices. The progress on purchasing, actualizing, and implementation

	Data Collection and Analysis Plan (including plan to disaggregate data)
text)	of the new technology 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.
Jobs created and retained (by number of FTEs and position type) (see help text)	N/A
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	N/A

Plan for ARP ESSER Funds

How will the N&D Institutions spend its ARP ESSER funds as outlined in the fields below?

1. Continuity of Services: How will the N&D Institutions use ARP ESSER funds to sustain services to address students' academic needs; students' and staff social, emotional, and mental health needs; and student nutrition and food services?
2. Access to Instruction: How will the N&D Institutions use ARP ESSER funds to support the goals of increasing opportunity to learn and equity in instructional delivery? Consider regular attendance/chronic absenteeism data from the 2020-21 school year, including data disaggregated by student groups, in developing the response.
3. Mitigation Strategies: How will the N&D Institutions use ARP ESSER funds to support prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities and transportation services to effectively maintain the health and safety of students, educators, and other staff? Consider the N&D Institution's Health and Safety Plan in developing the response.
4. Facilities Improvements: How will the N&D Institutions use ARP ESSER funds to repair and improve school facilities to reduce risk of virus transmission, address environmental health hazards, and/or improve ventilation? Consider the N&D's Health and Safety Plan in developing the response.
5. Staff Recruitment, Support, and Retention: How will the N&D Institution use ARP-ESSER funds to maintain staff and provide professional training and/or improve working conditions for staff?
6. Other; i.e. summer school, extended day

Plan for Funds	Explanation
	Two main focal points relative to the use of Summit's allocated funds include technology enhancement and air flow quality and accessibility. Replacing an antiquated HVAC system will improve CFM numbers with better air flow, and mitigate C19 virus from spreading to

Plan for Funds	Explanation
Continuity of Services	students and staff. Technology enhancements shall support the increased demand for in-person and synchronous learning and help satisfy elements of the Summit's Health and Safety Plan. The capacity to ensure our students remain in access of curriculum and instruction is critical to maintain continuity of services.
Access to Instruction	A portion of the funds will be used to upgrade our technological availability, particularly in the dorms. As our students spend their quarantine period in their dorm room, we want to ensure they don't fall behind academically. By purchasing laptops and laptop carts for the dorms, we can easily distribute, and store laptops to students so they can keep up with their classes. Summit School plans to purchase Edgenuity software so that kids that have to quarantine or isolate can continue seamless learning. Edgenuity will aid students to recover from the drastic learning loss they have experienced since Covid first took kids out of school. With Edgenuity, our kids will receive data-driven personalized intervention, credit recovery, online curriculum, virtual learning, and test readiness
Mitigation Strategies	N/A
Facilities Improvements	Funds will be used to purchase a new high efficiency HVAC system as the current one does not provide the best air flow.

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$820,530.00

Allocation

\$820,530.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

N&D Institution Name	Function	Object	Amount	Description
Crossroads Group Homes and Services Boys	1000 - Instruction	100 - Salaries	\$6,342.91	Funding of Health and Safety Director position
Crossroads Home for Girls	1000 - Instruction	100 - Salaries	\$7,636.02	Funding of Health and Safety Director position
MHY Family Services Longmore Academy	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$55,000.00	School Nurse Salary
MHY Family Services Longmore Academy	1000 - Instruction	200 - Benefits	\$11,400.00	School Nurse Benefits
MHY Family Services Longmore Academy	1000 - Instruction	100 - Salaries	\$24,509.00	Guidance Counselor Salary
			\$104,887.93	

Project #: FA-224-21-0604

Agency: Midwestern IU 4

AUN: 104000000

Appendix B

Section: Budget - Support and Non-Instruction Expenditures

BUDGET OVERVIEW

Budget

\$820,530.00

Allocation

\$820,530.00

Budget Over(Under) Allocation

\$0.00

SUPPORT AND NON-INSTRUCTION EXPENDITURES

N&D Institution Name	Function	Object	Amount	Description
Summit Academy	2200 - Staff Support Services	600 - Supplies	\$17,000.00	Dell Laptops
Summit Academy	2200 - Staff Support Services	600 - Supplies	\$6,000.00	Laptop Cart/Charging Station
Summit Academy	2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$75,000.00	Edgenuity
Summit Academy	4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	400 - Purchased Property Services	\$583,060.35	HVAC Replacement
	5000 - OTHER EXPENDITURES AND FINANCING USES	900 - Indirect Costs Rate	\$34,581.72	Indirect Cost
			\$715,642.07	

Project #: FA-224-21-0604

Agency: Midwestern IU 4

AUN: 104000000

Appendix B

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

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$38,487.93	\$11,400.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$49,887.93
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$55,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$55,000.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support Services	\$0.00	\$0.00	\$75,000.00	\$0.00	\$0.00	\$23,000.00	\$0.00	\$98,000.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$583,060.35	\$0.00	\$0.00	\$0.00	\$583,060.35
	\$93,487.93	\$11,400.00	\$75,000.00	\$583,060.35	\$0.00	\$23,000.00	\$0.00	\$785,948.28
Approved Indirect Cost/Operational Rate: 0.0800								\$34,581.72

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
							Final	\$820,530.00