

## Section: Narratives - Assessing Impacts and Needs

### CTC ARP ESSER APPLICATION

The Pennsylvania Department of Education (PDE) recognizes the extraordinary efforts made by career and technical centers (CTC), and educators to support students during the COVID-19 pandemic. The application below requests information from CTC 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 CTC Plan for the Use of ARP ESSER Funds; and (4) Plans for monitoring and measuring progress. As submitted and accepted by PDE in final form, this application shall become part of the Grant Agreement for ARP ESSER funds as Appendix B. As used in this application, "the CTC" refers to the Grantee defined in the Grant Agreement.

ARP ESSER includes a significant focus on vulnerable student populations. Given these requirements, as well as PDE's own equity commitments, the CTC 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;
- Nontraditional
- Single Parent
- Military Family
- Migrant students; and
- Other groups disproportionately impacted by the pandemic that have been identified by the LEA (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, and LGBTQ+ students).

### Section I: Assessing Impacts and Needs

In this first section, CTCs are asked to describe the impact of the pandemic on their students, examine disproportionate impacts on specific student groups, and highlight the CTC'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 CTC 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/Technical 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/Technical Impact of Lost Instructional Time</b>	NOCTI test results pre-COVID to present are analyzed for trends relating to learning loss. Additionally, NOCTI pre-test results are utilized to evaluate the instructional areas that require additional instruction/remediation prior to the NOCTI exams. Industry certifications per program were also analyzed for the impact on student attainment and to ensure that certification levels returned to pre-COVID levels.
<b>Chronic Absenteeism</b>	Absenteeism has increased from pre-COVID levels due to quarantine and isolation guidelines and the number of COVID cases within the county. The greatest impact was noted in the 2020/2021 year and the first half of 2021/2022. Correlation of the numbers of absences and length of absences were noted to be proportional to mandates/guidelines and case numbers.
<b>Student Engagement</b>	Student engagement will be monitored through student surveys completed periodically (start of the year, middle, and end of the year) that evaluates student interest in their enrolled program and tracking data of the number of students per quarter with missing assignments.
<b>Social-emotional Well-being</b>	Tracking data of the number of students with referrals to Crisis, SAP (student assistance program), partial or in-patient hospitalization throughout the 22/23 school year.
<b>Other Indicators</b>	NA

**Documenting Disproportionate Impacts**

2. Identify the **student** groups in the CTC 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])	Instructional staff held one-one zoom/google meet or phone meetings with students to provide assistance with assignments and assessments following IEP accommodations during remote learning. Additionally, students were provided with various instructional platforms for learning including online, paper packets, and recorded lessons by the program instructors. Students' progress was continually monitored and phone calls to students and parents were made to provide additional assistance,

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
	implementation of additional strategies, and communication with parents/guardians and students regarding progress and grades. These strategies have continued throughout the past two years and will continue.
Students from low-income families	A survey of students was completed related to access to internet, access to a device, and preference for instructional delivery method. Paper packets, flashdrives with instructional materials, and online instruction were the options for the students to choose. Paper packets were mailed to students for the reasons of personal preference or lack of internet access. Students who needed a device were provided with a laptop or chromebook to complete assignments during remote learning. These strategies have continued throughout the past two years and will continue.

**Reflecting on Local Strategies**

3. Provide the CTC’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>	Provide the instructional delivery method that is the most beneficial to the student's individual educational needs. (online modules, instructor recorded lessons - both theory and hands on skills, paper packets, one-one and group zoom/google meet sessions between students and instructional staff)

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

- 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.

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

	Strategy Description
Strategy #2 <i>Consistent communication with parents/guardians regarding their student's progress and needs and with the students during learning. Communication in varied forms via telephone, emails, and messages through grading system.</i>	Consistent communication with parents/guardians regarding their student's progress and needs and with the students during learning. Communication in varied forms via telephone, emails, and messages through grading system.

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

- 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)

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

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

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

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

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

## Section: Narratives - Engaging Stakeholders in Plan Development

### Section II: Engaging Stakeholders in Plan Development

In this second section, CTCs 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 CTC will make its CTC Plan for the Use of ARP ESSER Funds transparent to the public—all critical components in developing, implementing, and adjusting plans based on the differential impacts of the COVID-19 pandemic.

#### 4. Stakeholder Engagement

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

(Stakeholders include any relevant group to the CTC, such as students; families; CTC and sending 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 CTC, 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.)

A survey was posted online (school website) for the community and staff regarding use of ARP ESSER Funds listing potential uses of funds for the participants to rate the priority for expenditure of funds. Parents/guardians and students were notified of the availability of this survey via "One Call Now" phone messaging system for completion as were Career Center staff via email. Discussion was also held with the Joint Operating Committee and the Superintendents from the seven school districts who enroll students at the Career Center.

#### 5. Use of Stakeholder Input

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

The input and discussion that occurred with all stakeholders has been evaluated to determine commonalities in the suggestions for planning the use of funds. The use of funds that were rated of the highest need and that meet the use of funds requirements of the set-aside grant are included in this grant.

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

Describe the process for development, approval, and making public the CTC Plan for the Use of ARP ESSER Funds. The CTC Plan for the Use of ARP ESSER Funds must be made publicly available on the CTC website and submitted to PDE within 90 days of LEA receipt of ARP ESSER funding, must be written in a language that parents/caregivers can understand, and must be provided in alternate format upon request by a parent/caregiver who is an individual with a disability. **(3,000 characters max)**

The community survey was available on our school's website. The proposed allocations of the ARP ESSER 2.5% Set Aside funds and the Plan for Use of Funds will be posted on the school's website for public view and submitted to PDE within 90 days of LEA receipt of ARP ESSER funding. The plan will be written in a language that parents/caregivers can understand and will be provided in alternate format upon request by a parent/caregiver who is an individual with a disability.'



**Section: Narratives - Plan for ARP ESSER Funds**

**Section III: Using ARP ESSER Funds to Plan for Safe, In-Person Instruction**

In this third section, CTCs are asked to reflect on both the impacts and needs described in Section I and stakeholder engagement described in Section II to provide a description of the CTC plan for the use of ARP ESSER funds.

**7. Plan for Funds**

How will the CTC spend its ARP ESSER funds as outlined in the fields below ? **(3,000 characters max)**

1. **Continuity of Services:** How will the CTC 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 CTC 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 CTC 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 LEA's Health and Safety Plan in developing the response.
4. **Facilities Improvements:** How will the CTC 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 LEA's Health and Safety Plan in developing the response.
5. **Other,** i.e summer school, extended day, and staffing

<b>Plan for Funds</b>	<b>Explanation</b>
Facilities Improvements	Replace existing HVAC units for the school, which were originally installed in approximately 2003. Replacement of the units will prevent HVAC failures/loss of function which limits the ability to exchange air to the various classes/shops/offices throughout the school. Ensuring continued and proper functioning of the HVAC units will enable consistent air exchanges, which will assist in COVID-19 mitigation strategies. The Career Center plans to work with an ESCO company to ensure that the cost of the units is appropriate and in alignment with the market values and that the prevailing wage will be utilized for the labor associated with the installation
	Upgrade the current video security/surveillance

<b>Plan for Funds</b>	<b>Explanation</b>
Mitigation Strategies	system to allow for easier contact tracing with the shops that students must work together to performance tasks related to their curriculum.

**Section: Narratives - Monitoring and Measuring Progress**

**Section IV: Monitoring and Measuring Progress**

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

**8. Capacity for Data Collection and Reporting**

CTCs must continuously monitor progress and adjust strategies as needed. Describe the CTC’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>	Data will be collected regarding student absences on a quarterly basis, disaggregated by students with disabilities and low income. Data will be collected regarding missing assignments on a quarterly basis, disaggregated by students with disabilities and low income. Data will be collected regarding students who received a quarterly progress report and did not improve their grade above a 76% or above grade at the end of the 9 weeks, disaggregated by students with disabilities and low income.
<b>Opportunity to learn measures (see help text)</b>	Data will be collected regarding student interest surveys at the start of the school year, middle, and end of the year, disaggregated by students with disabilities and low income. Data will be collected regarding students who request a device usage at home disaggregated by students with disabilities and low income.
<b>Jobs created and retained (by number of FTEs and position type) (see help text)</b>	NA - There were not any new jobs created or jobs retained as a result of ESSER funds.
<b>Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)</b>	NA - The Career Center did not provide summer or afterschool programs.
<b>Impact of Student Social and Emotional Needs</b>	Data will be collected regarding the number of student referrals to Crisis, SAP (student assistance program), partial or in-patient hospitalizations disaggregated by students with disabilities and low income.

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

**ARP ESSER PRIOR APPROVAL**

CTC's that wish to expend ESSER funds on facilities initiatives may be permitted to:

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

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

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

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

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

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

Yes

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

Name of Proposed Project	Type of Project	Brief Description of Proposed Project
HVAC Unit Replacement	Capital Expenditure	Replace existing HVAC units for the school, which were originally installed in approximately 2003. Replacement of the units will prevent HVAC failures/loss of function which limits the ability to exchange air to the location the

Name of Proposed Project	Type of Project	Brief Description of Proposed Project
		unit serves within the school.



**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**

**CTCs HEALTH AND SAFETY PLAN AND URL**

Please upload your CTC's Health and Safety Plan below, and check the assurance indicating that you have completed your upload. Please name the file using your CTC name followed by Health and Safety Plan. example: "*CTC Name-Health and Safety Plan*"

**CTCs are required to add the URL where the approved plan will be posted to the CTC's public website. Please add the URL below.**

<https://www.clarioncte.org/>

**CHECK HERE - to assure that you have successfully uploaded your CTC Health and Safety Plan.**

**Section: Budget - Instruction Expenditures**  
**BUDGET OVERVIEW**

**Budget**  
 \$313,025.00  
**Allocation**  
 \$313,025.00

**Budget Over(Under) Allocation**  
 \$0.00

**INSTRUCTION EXPENDITURES**

<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
		\$	
		\$0.00	

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

**Budget**  
 \$313,025.00  
**Allocation**  
 \$313,025.00

**Budget Over(Under) Allocation**  
 \$0.00

**SUPPORT AND NON-INSTRUCTION EXPENDITURES**

Function	Object	Amount	Description
2600 - Operation and Maintenance	700 - Property	\$300,000.00	Replace existing HVAC units for the school, which were originally installed in approximately 2003. Replacement of the units will prevent HVAC failures/loss of function which limits the ability to exchange air to the location the unit serves within the school.
2600 - Operation and Maintenance	600 - Supplies	\$13,025.00	Upgrade the current video security/surveillance system to allow for easier contact tracing with the shops that students must work together to performance tasks related to their curriculum.
		<b>\$313,025.00</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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY/ SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1200 SPECIAL PROGRAMS – ELEMENTARY/ SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$13,025.00	\$300,000.00	\$313,025.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$13,025.00	\$300,000.00	\$313,025.00
<b>Approved Indirect Cost/Operational Rate:</b>								\$0.00
<b>Final</b>								\$313,025.00