

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?

	Methods Used to Understand Each Type of Impact
Academic/Technical Impact of Lost Instructional Time	Analysis of task list completion percentages, percentage of program completers compared to non-COVID years, final student grades compared to non-COVID years, the number of cooperative education and internships during COVID years compared to non-COVID years
Chronic Absenteeism	Analysis of student absences over 10 days in each COVID-year, relative to the same measure during non-COVID years Analysis of the volume truancy plans created for students- COVID vs. non-COVID Total absences for all students throughout the year in aggregate- COVID vs. non-COVID years
Student Engagement	Principal walk-through data measuring student engagement Disciplinary referral volumes- COVID vs. non-COVID years
Social-emotional Well-being	Anecdotal data from school counselors Anecdotal data obtained during 5 Radical Minutes sessions Volume of referrals to mental health counseling/assessments- COVID vs. non-COVID years
Other Indicators	

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.

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])	Student achievement data (i.e. marking period and final grades) for students with IEPs Attendance data for students with IEPs Disciplinary data (i.e. referrals, suspensions) for students with IEPs Holding student data discussions bimonthly to identify issues and strategies
Students from low-income families	Student achievement data (i.e. marking period and final grades) for students from low SES background Attendance data for students from low SES background Disciplinary data (i.e. referrals, suspensions) for students from low SES background Financial assistance requests to Foundation during COVID years Identifying families without access to Internet, and supplying students with technology for remote learning Holding student data discussions bimonthly to identify issues and

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
	strategies
English learners	Student achievement data (i.e. marking period and final grades) for ELL students Attendance data for ELL students Disciplinary data (i.e. referrals, suspensions) for ELL students Holding student data discussions bimonthly to identify issues and strategies

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
Strategy #1	Looking at student attendance and academic data to inform whether students were falling behind due to the pandemic- This strategy has been effective for our teachers and administrators because by doing this, it has allowed us to provide other supports, such as providing personal technology, hotspots, and additional time one-on-one with instructors when needed.

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. 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.)

Stakeholders will be asked to provide input via e-mail and at in-person meetings such as in-services and faculty meetings regarding the best use of funds to support students. Teachers, association leadership, support staff, and administrators will be involved in this process. Central office administrators will comprise a team who will make the final determine after getting input from these stakeholder groups. Parents and students will be asked to provide input through OneCall and social media messaging and submitting information through Google Forms.

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)**

Input from stakeholders will be evaluated and compared against the requirements of the ARP ESSER funds to ensure that the requests for uses of funds comply with legislation. In addition, input will be compared against what the true needs of the school are and how the money can be best put to use to have the greatest impact. Finally, the input will be evaluated and compared to the students with the greatest needs to ensure that these students' needs are met through the implementation of these funds.

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 LCCTC ARP ESSER Fund plan will be constructed once feedback has been taken into account and once the school determines that the actions in the plan meet the guidelines of the grant. It will be approved by the Joint Operating Committee at a public meeting, and after that point, it will be made publicly available on our website at <http://www.lancasterctc.edu> and submitted to PDE within 90 days of LEA receipt of ARP ESSER funding, and it will be written in a language that parents/caregivers can understand. It will be provided in alternate formats upon request by a parent/caregiver who is an individual with a disability. Advertisement of the posting of the plan will be shared through OneCall messages and social media messages out to the community.

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

Plan for Funds	Explanation
Continuity of Services	Sustained employment of higher levels of counseling staff members to meet the social, emotional, and mental health needs of students
Continuity of Services	Sustained elevated levels of building aides and additional substitute teachers- needs created by the COVID-19 pandemic
Mitigation Strategies	Sustained elevated levels of part-time custodial employees and contractors as necessitated by the COVID-19 pandemic
Mitigation Strategies	Purchase of an elevated level of cleaning and disinfecting supplies and equipment, including floor scrubbers (3- 2 non-robotic scrubbers, and 1 robotic scrubber to total \$84,966.45), in order to mitigate the spread of infectious disease

Plan for Funds	Explanation
Continuity of Services	Sustained employment of higher levels of cafeteria staff members to meet the increased need for single-serve and isolated meal servings for students, necessitated by the COVID-19 pandemic.
Continuity of Services	Sustained contracting of mental health counselor (starting in 2022-23) to provide continued on-site mental health assessment and intensive counseling for students
Continuity of Services	Sustained purchase of 5 Radical Minutes instruction for students (starting in 2022-2023) to provide student with healthy ways to talk through stressful and traumatic events in their lives
Other, i.e summer school, extended day, and staffing	Use of funds for indirect costs (less than 8%) for grant monitoring, reporting, administration, and compliance

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:

	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 CTC has collected attendance data and academic data and regularly analyze this information in disaggregated form during student study meetings on a bi-weekly basis at each building. This allows for the intervention team to assess whether students need additional support. This data, looked at over time, has helped us to determine if needs were rising in severity and occurrences or declining over the course of the pandemic.
Opportunity to learn measures (see help text)	As described above, this information informs our special education teams, counseling teams, and administrative teams to best support students. Trends are analyzed once data is collected from the student information system, and then sorted to allow the teams to address students with the most significant needs (i.e. those with discipline, attendance, grade, and mental health issues first, and those with only one or two of those indicators next, and so on). If there a patterns across programs/instructors, those instructors are brought into the discussion to allow for further disaggregation and more targeted assistance for students.
Jobs created and retained (by number of FTEs and position type) (see help text)	Track attrition and resignation data through school board meeting minutes, compare to previous years' attrition rates
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	This does not apply for the CTC set-aside grant and is not applicable to our grant.
Impact of Student Social and Emotional Needs	Track mental health assessment and counseling numbers, data from school counselors to determine how many cases of socio-emotional cases exist from 2021 through 2024.

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
Cleaning Equipment	Capital Expenditure	Scrubbers, sprayers to mitigate the spread of infectious disease



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://lancasterctc.edu/wp-content/uploads/2021/06/LCCTC-ARP-ESSER-Health-and-Safety-Plan-June-2021.2.pdf>

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

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$1,349,258.00

Allocation

\$1,349,258.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1300 - CAREER AND TECHNICAL EDUCATION	300 - Purchased Professional and Technical Services	\$34,000.00	5 Radical Minutes curriculum and resources for teachers and students
		\$34,000.00	

Section: Budget - Support and Non-Instruction Expenditures

BUDGET OVERVIEW

Budget

\$1,349,258.00

Allocation

\$1,349,258.00

Budget Over(Under) Allocation

\$0.00

SUPPORT AND NON-INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$180,000.00	Counselor salaries for two counselors plus partial Food Service Specialist salary
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$529,929.12	Additional building aide contractors (6), additional substitute contractors as needed due to COVID, and Mental Health Counselor (22-23 and 23-24 only)
2600 - Operation and Maintenance	100 - Salaries	\$120,000.00	Part-time custodial salaries for increased COVID-cleaning efforts
2600 - Operation and Maintenance	400 - Purchased Property Services	\$170,000.00	Contracted custodial services for increased COVID-cleaning efforts
2600 - Operation and Maintenance	600 - Supplies	\$125,000.00	Cleaning, disinfecting supplies for COVID-mitigation efforts
			COVID cleaning equipment- one robotic scrubber and two non-

Function	Object	Amount	Description
2600 - Operation and Maintenance	700 - Property	\$84,966.45	robotic scrubbers to mitigate the spread of infectious disease and ensure a clean environment for students
5000 - OTHER EXPENDITURES AND FINANCING USES	900 - Indirect Costs Rate	\$105,362.43	Indirect Cost (less than 8%) for grant monitoring, reporting, administration, and compliance
		\$1,315,258.00	

Section: Budget - Budget Summary
BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$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	\$34,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$34,000.00
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	\$180,000.00	\$0.00	\$529,929.12	\$0.00	\$0.00	\$0.00	\$0.00	\$709,929.12
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	\$120,000.00	\$0.00	\$0.00	\$170,000.00	\$0.00	\$125,000.00	\$84,966.45	\$499,966.45
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
	\$300,000.00	\$0.00	\$563,929.12	\$170,000.00	\$0.00	\$125,000.00	\$84,966.45	\$1,243,895.57
Approved Indirect Cost/Operational Rate: 0.0236								\$105,362.43
Final								\$1,349,258.00

