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 <u>since March 2020</u>.

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	Throughout the past three school years, AWBCC was able to maintain a consistent presence in students' lives whether it be in-person or virtual. Starting in March 2020 until the end of the 2019-20 school year, A.W. Beattie Career Center (AWBCC) offered virtual education. At that time, the focus was on making sure that all the students and staff had access to technology that would enable them to learn online. Due to the high number of COVID-19 cases in Allegheny County, PA, the Career Center began the 2020-21 school year in a hybrid mode of education. Half the students were in-person for two days a week while the others learned virtually. All students were virtual on Wednesdays. Then the other half of the students were in-person, while the others were virtual. Approximately ten percent of the student population chose to be 100% virtual. AWBCC bounced from hybrid, to fully virtual, to hybrid, to fully in-person that school year. The 2021-22 school year began in-person and has stayed that way throughout the school year. Virtual options are available if students are quarantined due to illness or exposure to COVID-19. In order to assess the academic and technical impact of the lost instructional time, teachers have been monitoring students' knowledge of subjects and skills. At the beginning of both the 2020-21 and 2021-22 school years, instructors took time to review and assess the knowledge that students had retained from the previous school year. After finding a baseline of knowledge, the instructors adapted their lessons to accommodate for learning loss and retention of prior knowledge. This adaptation has continued throughout the past two school years, as students' skill levels are not where they would have been pre-pandemic. The school has also assessed learning loss through the administration of the NOCTI pre-tests. Teachers have been able to gauge seniors' skill levels and adjust curriculum where necessary. Additionally, data on grades and attendance is disaggregated and analyzed by the school counselors, learning facilitators, and administrators to see which students or programs need additional support. Teachers, instructional support assistants, learning facilitators, and integration instructors are available to assist students who need additional help due to the impact upon instructional time.
	Chronic absenteeism became a problem in March 2020 when the Career Center switched to virtual education. In the beginning, some students did not have the technological capabilities to log into their virtual classes. As students adapted to virtual education, attendance improved. AWBCC tracks absences through our Skyward data system. Reports are created to inform about student absences. The Student Ethics Coordinator monitors student attendance. He regularly gives reports to the school counselors, administration, and the Special Populations Coordinator. The Student Ethics Coordinator also communicates

	Methods Used to Understand Each Type of Impact
Chronic Absenteeism	with parents about their child's attendance through phone calls, letters, and emails. The learning facilitators and instructional assistants support the students who have chronic absenteeism by helping them to catch up on assignments. School counselors assist students by finding ways to rectify the root cause of their absences. The school added an indicator in our data system to show when a student was quarantined due to illness or exposure to COVID-19. The assistant principal tracks the students who are quarantined. She monitors the quarantined students' grades and communicates with teachers and parents about progress. AWBCC also communicates with the sending districts about absenteeism.
Student Engagement	Student engagement was low through the 2020-21 school year, due to the hybrid model of education. Students' grades and attendance were not at the level that they were pre-pandemic. More students received Cs and Ds as grades than was normal pre-pandemic. Also, less students showed interest in participating in student organizations or activities. The 2021-22 school year started out with low student engagement, but has gotten better over time. There was an adjustment period of students getting used to being back in person five days a week. The school monitored grades, discipline, attendance, and participation in student groups to track engagement. When focusing on these data points throughout the 2021-22 school year, student engagement is increasing significantly. Also, when collecting anecdotal data from staff members, parents, and other stakeholders, most seem to agree that engagement is improving.
Social-emotional Well-being	AWBCC has seen an increase in students struggling with social-emotional well-being. The school counselors track data for social-emotional well-being. During the 2020-21 school year, few students were interested in the school's Student Assistance Program (SAP) or school-based therapy. That has changed significantly for the 2021-22 school year. The number of students referred to SAP or receiving school-based therapy is the most that AWBCC has ever had. There have been over 100 referrals to SAP for the 2021-22 school year and there is still another quarter of the year to go. We have one full-time school-based therapist and have requested another. There is a waiting list of students who would like to participate in school-based therapy. In the fall of 2021, AWBCC surveyed students and staff. Questions regarding social-emotional well-being were included in the survey. Results of the survey highlighted that students needed social-emotional supports. To provide more social-emotional supports, the school counselors have been focusing on presenting classroom lessons focused on mental health, stress mitigation, and self-care.
Other Indicators	AWBCC does not have additional indicators to measure beyond academic/technical impact of lost instructional time, chronic absenteeism, student engagement, and social-emotional well-being.

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 and youth in foster care	The school counselors at AWBCC monitor the students who are in foster care. They monitor their attendance, grades, and social-emotional well-being. Also, these students have the option of being part of the Student Assistance Program (SAP) which allows staff to monitor and measure educational impacts on individual students. Data regarding the engagement of students in foster care is disaggregated in order to provide additional support when needed. AWBCC communicates regularly with sending districts about students who are in foster care.
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	Multiple AWBCC staff members monitor students with disabilities. Teachers are expected to track attendance and grades then give reports to the school counselors and administration. Also, each program is monitored by a learning facilitator who not only measures students' learning but also helps support students educationally. The Special Populations Coordinator meets with the sending districts special education teams and parents regularly to talk about student progress. The Special Populations Coordinator and the learning facilitators also meet regularly with the school counselors and administration to determine educational impacts upon students. Also, these students have the option of being part of the Student Assistance Program (SAP) which allows staff to monitor and measure educational impacts on individual students. Data regarding the engagement of students with disabilities is disaggregated in order to provide additional support when needed.
English learners	The English Language Learner support teacher closely monitors ELL students. She tracks their attendance and grades, as well as supports them in their learning. The ELL teacher regularly meets with the school counselors, administration, Special Populations Coordinator and the learning facilitators to measure the students' progress. Also, these students have the option of being part of the Student Assistance Program (SAP) which allows staff to

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
	monitor and measure educational impacts on individual students. Data regarding the engagement of students who are English Language Learners is disaggregated in order to provide additional support when needed.
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	The school counselors monitor the grades, attendance, and social-emotional well-being of non-traditional students at AWBCC. Also, the students have the option of being part of the Student Assistance Program (SAP) which allows staff to monitor and measure educational impacts on individual students. Data regarding the engagement of non-traditional students is disaggregated in order to provide additional support when needed. Also, the school counselors and administrators disaggregate data on the grades, attendance, and engagement of students from all genders. The SAP program is available to support these students, as well.
Migrant students	The school counselors monitor the grades, attendance, and social-emotional well-being of migrant students at AWBCC. Also, the students have the option of being part of the Student Assistance Program (SAP) which allows staff to monitor and measure educational impacts on individual students. Data regarding the engagement of migrant students is disaggregated in order to provide additional support when needed.
Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	The school counselors monitor the grades, attendance, and social-emotional well-being of students who belong to other groups who have been disproportionally impacted by the pandemic at AWBCC. Also, the students have the option of being part of the Student Assistance Program (SAP) which allows staff to monitor and measure educational impacts on individual students. Due to the private and personal nature of some of these groups, such as LGBTQ+ students, data is not as easily disaggregated as other groups.
	The school counselors at AWBCC monitor the students who are experiencing homelessness. They

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Students experiencing homelessness	monitor their attendance, grades, and social-emotional well-being. Also, these students have the option of being part of the Student Assistance Program (SAP) which allows staff to monitor and measure educational impacts on individual students. AWBCC communicates regularly with sending districts about students who are experiencing homelessness. Data regarding the engagement of students who are homeless is disaggregated in order to provide additional support when needed.
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	Teachers, school counselors, and administrators monitor the attendance and grades of students from each racial or ethnic group. School counselors, learning facilitators, and instructional support assistants are available to help support these students. Also, these students have the option of being part of the Student Assistance Program (SAP) which allows staff to monitor and measure educational impacts on individual students. Data regarding the engagement of students from each racial or ethnic group is disaggregated in order to provide additional support when needed.
Students from low-income families	Teachers, school counselors, the Student Ethics Coordinator, and administrators monitor the attendance and grades of students from low-income families. These students had the most difficulty in accessing technology to participate in virtual learning early in the pandemic. They also tend to struggle with attendance. Some students from low-income families have had to choose between attending school and working to provide income for their family. School counselors, learning facilitators, and instructional support assistants are available to help support these students. Also, these students have the option of being part of the Student Assistance Program (SAP) which allows staff to monitor and measure educational impacts on individual students. Data regarding the engagement of students from low-income families is disaggregated in order to provide additional support when needed. When needed, tools and uniforms were provided to students who were from low-income families. This data was monitored by the assistant principal.

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

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	The most effective strategy in supporting the needs of students has been the implementation and upgrade of technology in all the programs. Virtual education allowed the students to continue to engage with their teachers and classmates, continuing learning throughout the COVID-19 pandemic. Technology was upgraded with the purchase of laptops for students and staff, online curriculum and textbooks, iBoard Touches in classrooms, and microphones for instructors. Students were able to obtain certifications online, as well. Little instructional time was lost because of the quick turnaround to virtual education. Students from specific groups disproportionally affected by the pandemic were given additional technological supports such as laptops, help obtaining internet service, and individualized instruction of how to use and maintain the technology supports. Additionally, students who are absent from in-person classes can continue to engage with their teachers and classmates online. Teachers post lessons and assignments for students so less time is needed to help catch them up when they return to in-person classes.

   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.**

The use of technology effectively supports all students from all student groups.

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

	Strategy Description
Strategy #2	Another effective strategy that increased support to students was the help given by instructional support assistants. Additional instructional support assistants were hired to provide small group and individualized instruction. This allowed AWBCC to lower the ratio of student to adult. With greater adult assistance, students were able to succeed at higher academic and technical levels. Instructional support assistants serve as mentors to the students. The engagement with the instructional support assistants helps students with their social-emotional well-being by boosting their confidence. They also encourage students to attend school.

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	The third strategy that supported the needs of students was to increase the cleanliness and safety of the building. With multiple mitigations such as filtrated air and touch free bottle filling stations, the spread of COVID-19 was decreased. Tools, equipment, and classroom workstations were sanitized daily. Also, students and staff wore masks in the building until March 2022. With students and staff staying healthy, they were able to engage in education therefore minimizing learning loss.

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:**

The cleanliness of the building effectively supports all students from all student groups.

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.)

The use of ARP ESSER funds has been a topic of meaningful conversation during multiple stakeholder meetings. In December 2021, a large group of stakeholders met at AWBCC to discuss Perkins funding as well as ARP-ESSER funding. Stakeholders involved in this meeting included teachers, administrators, school counselors, other staff members, district personnel, parents, students, postsecondary personnel, representatives of special student groups, local employers and regional employers. Additionally, program instructors discussed grant funding options with their occupational advisory committees. Also, the Executive Director meets monthly with district superintendents, who discuss the use of ARP ESSER funds. AWBCC's Joint Operating Committee has reviewed the ARP ESSER plan during a meeting that was accessible to the public both in-person and virtually. The Joint Operating Committee will be asked to ratify the spending plan in an upcoming public meeting, as well.

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)**

During the 2021-22 school year, the Executive Director has asked all advisory boards to discuss ways to use the ARP ESSER funds to support students. After the advisory boards met, the teachers shared their meeting minutes with the administrators at AWBCC. The topic was also discussed at a large stakeholder meeting held in December 2021. The stakeholder ideas from the advisory board meetings, as well as all of the other stakeholder meetings that have occurred during the 2021-22 school year, were used to prioritize the spending plan.

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 initial ARP ESSER plan was presented to AWBCC's Joint Operating Committee during a public meeting. This meeting was held both in-person and virtually. The administration informed the JOC they would return to the topic later for approval. During a future public meeting, the plan will be reviewed and the JOC will be asked to ratify a motion to approve the plan. AWBCC's Plan for the Use of ARP ESSER funds will be made public on the Career Center's website and submitted to PDE within 90 days of receiving funding. The plan will be written in language easily accessible to parents and guardians. It will also be available in different formats so that people with disabilities can access it.

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
Access to Instruction	AWBCC plans to employ an instructional support assistant to help students recover learning losses. Grant funding will be used for salary and benefits. This is a new position, created for 2021-2022. The position will be retained for the 2022-2023 school year.
Access to Instruction	AWBCC plans to employ an instructional support assistant to help students recover learning losses. Grant funding will be used for salary and benefits. This is a new position, created for 2021-2022. The position will be retained for the 2022-2023 school year.
	AWBCC plans to employ an emergency nurse to assist with students who are feeling sick, as well as

Plan for Funds	Explanation
Continuity of Services	communicating with parents and sending districts. Grant funding will be used for salary and benefits. This is a new position, created for the 2022-2023 school year.
Access to Instruction	AWBCC plans to purchase 50 laptops for teachers and staff to be able to utilize for remote instruction of students.
Access to Instruction	AWBCC plans to purchase a closed software system called Microsoft Endpopint Manager that will provide cybersecurity for staff and students during remote and in-person instruction.
Access to Instruction	AWBCC plans to purchase 2 years of the virtual resource, AtDove, for the Veterinary Sciences students for use during remote and in-person instruction.
Access to Instruction	AWBCC plans to purchase 2 years of the virtual resource, Kaducens Medical Assistant, for the medical cluster students for use during remote and in-person instruction.
Access to Instruction	AWBCC plans to purchase 2 years of the virtual resource, KbPort Pharmacy, for the medical cluster students for use during remote and in-person instruction.
Access to Instruction	AWBCC plans to purchase 2 years of the virtual resource, Journal of Medical Insight (JOMI), for the medical cluster students to use during remote and in-person instruction.
Access to Instruction	AWBCC plans to purchase 2 years of the virtual resource, YouScience, for the medical cluster students to use during remote and in-person instruction.
Access to Instruction	AWBCC plans to purchase 2 years of the virtual resource, Automotive Video Innovations (AVI), for the Automotive Technology students for use during remote and in-person instruction.

Plan for Funds	Explanation
Facilities Improvements	AWBCC plans to purchase water bottle filling stations to upgrade to a more hygenic system than the previous water fountains.
Facilities Improvements	AWBCC plans to use grant monies to purchase filters for recently upgraded filtration systems to improve air quality within the building.

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	Student learning progress, including learning loss, is monitored initially by the instructors. While working with the students on a daily basis, the teachers are able to gauge where the students are in terms of skills and knowledge. Teachers adjust their strategies to meet the students where they are. Teachers also review previously taught concepts on a regular basis to reinforce skills, while weaving new skills into the lessons. School counselors and learning facilitators work with the teachers to collect data regarding which students need extra support. Those needing the extra reinforcement will work with the learning facilitators or instructional support assistants to spend focused time to acquire necessary knowledge and skills. Also, data is collected and disaggregated by student groups. The findings are used to add additional supports where necessary.
Opportunity to learn measures (see help text)	During the spring of 2020 and the beginning of the 2020-21 school year, students and parents were asked about their access to technology. Supports were given where necessary, including providing laptops to students and helping them to access internet services. Staff members were provided with technology to increase their abilities to teach from home or from their classroom. Professional development on the use of technology was the main focus during the spring of 2020 as well as the entire 2020-21 school year. Teachers were given multiple opportunities to increase their technological knowledge with professional development provided by AWBCC staff as well as online professional development courses. During the 2021-22 school year, teachers are encouraged to participate in technology related professional development to continue to enhance their skills. Student engagement has been consistently monitored by the teachers, school counselors, learning facilitators, and administration during the COVID-19 pandemic.
Jobs created and retained (by number of FTEs and position type) (see help text)	AWBCC would like to use ARP ESSER grant funding to create 3 FTEs. One position would be a full-time emergency nurse position (1 FTE). This position would assist with individual student health issues, as well as communicate with parents and sending district nurses about student health issues. This would be a new position created for the 2022-2023 school year. AWBCC would also like to create two, full time instructional support assistants to help students with recovery of learning losses (2 FTEs). These would be newly created positions

	Data Collection and Analysis Plan (including plan to disaggregate data)
	for the 2021-2022 school year, then retained for 2022-2023.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	AWBCC is not funding programs such as summer school or afterschool programs with ARP ESSER resources. However, the school is hosting a STEAM summer camp using other funding sources.
Impact of Student Social and Emotional Needs	AWBCC surveyed the students in the fall of 2021. The survey included questions focused on social and emotional well-being. Using the data from this survey, the school counselors have been able to offer classroom lessons on mindfulness, coping skills, and study skills. Also, students can self-refer or be referred by a concerned adult or classmate to the Student Assistance Program (SAP). So far, over 100 students have been referred to SAP during the 2021-22 school year. The SAP team monitors students' grades and behaviors. Also, students have the opportunity to receive school-based therapy. Additionally, the school counselors collect data regarding the students that they work with on a daily basis. This data is analyzed to see where additional supports can be created as well as which current supports are effective.

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
Cybersecurity Platform Installation	Capital Expenditure	AWBCC would like to install the technology solution platform, Microsoft Endpoint Manager (MEM), to upgrade our cybersecurity. MEM will protect, monitor, and manage technological devices owned by

Name of Proposed Project	Type of Project	Brief Description of Proposed Project
		the school such as laptops, iBoard Touches, desktop computers, and servers.

☑
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.beattietech.com/Content/218

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

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget
$487,367.00
Allocation
$487,367.00

Budget Over(Under) Allocation
$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	$88,184.00	Three years of salary for instructional support assistant, newly created position for 2021-2022 then retained for 2022-2023
1000 - Instruction	200 - Benefits	$37,903.00	Three years of benefits for instructional support assistant, newly created position for 2021-2022 then retained for 2022-2023
1000 - Instruction	100 - Salaries	$55,391.00	Two years of salary for instructional support assistant, newly created position for 2021-2022 then retained for 2022-2023
1000 - Instruction	200 - Benefits	$23,891.00	Two years of benefits for instructional support assistant, newly created position for 2021-2022 then retained for 2022-2023

Function	Object	Amount	Description
1300 - CAREER AND TECHNICAL EDUCATION	600 - Supplies	$60,000.00	Fifty laptops at $1,200 each used for remote and classroom instruction
1300 - CAREER AND TECHNICAL EDUCATION	600 - Supplies	$1,100.00	Two year access to virtual software resources, At Dove, for Veterinary Science students
1300 - CAREER AND TECHNICAL EDUCATION	600 - Supplies	$14,800.00	Two year access to virtual software resources, Kaducens Medical Assistant, for medical cluster students
1300 - CAREER AND TECHNICAL EDUCATION	600 - Supplies	$8,000.00	Two year access to virtual software resources, KbPort Pharmacy, for medical cluster students
1300 - CAREER AND TECHNICAL EDUCATION	600 - Supplies	$4,200.00	Two year access to virtual software resources, Journal of Medical Insight (JOMI), for medical cluster students
1300 - CAREER AND TECHNICAL EDUCATION	600 - Supplies	$15,900.00	Two year access to virtual software resources, YouScience, for medical cluster students
1300 - CAREER AND TECHNICAL EDUCATION	600 - Supplies	$3,500.00	Two year access to virtual software resources, Automotive Video Innovations (AVI), for Automotive Technology students
		$312,869.00	

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

Budget
$487,367.00
Allocation
$487,367.00

Budget Over(Under) Allocation
$0.00

SUPPORT AND NON-INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	600 - Supplies	$19,766.00	Eighteen water bottle filling stations (replaced existing, outdated water fountains), each unit costs $1,098
2600 - Operation and Maintenance	600 - Supplies	$25,015.00	Filters for rooftop HVAC system (3 year supply of filters, enough for 9 cycle changes)
2000 - SUPPORT SERVICES	700 - Property	$18,522.00	Microsoft Endpoint Manager cybersecurity program installation
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	$77,673.00	Two years of salary for emegency nurse, new position created for 2022-2023 school year
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	$33,522.00	Two years of benefits for emergency nurse, new position created for 2022-2023 school year
		$174,498.00	

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	$143,575.00	$61,794.00	$0.00	$0.00	$0.00	$0.00	$0.00	$205,369.00
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	$107,500.00	$0.00	$107,500.00
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	$18,522.00	$18,522.00
2100 SUPPORT SERVICES – STUDENTS	$77,673.00	$33,522.00	$0.00	$0.00	$0.00	$0.00	$0.00	$111,195.00
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	$25,015.00	$0.00	$25,015.00
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	$19,766.00	$0.00	$19,766.00
	$221,248.00	$95,316.00	$0.00	$0.00	$0.00	$152,281.00	$18,522.00	$487,367.00
				Approved Indirect Cost/Operational Rate:				$0.00
							Final	$487,367.00