

## 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>	<p>During this pandemic recovery time, Delaware County Technical Schools (DCTS) has been using the NOCTI pre-test at the beginning of the school year along with individual review/assessment of the task list completion of our returning students. The written NOCTI pre-test allows for the assessment of reading skills needed to be successful on the written portion of the NOCTI and needed to successfully participate in the technical program. In addition, DCTS has been using technical math assessments for each of our technical programs to identify the extent of the impact of the pandemic on student learning. An individual plan to address student learning gaps has been/will be created during the first six weeks of school. Additional remediation/programming will take place to provide opportunities for students to successfully fill in any gaps in their reading skills, math skills, programs of studies, and task list completion. This student plan will be based on a review/assessment of technical learning gaps on a quarterly basis with an individual student learning plan created to address any learning gaps through the regular technical programs and additional learning opportunities made available through the ARP ESSER funds. A review of NOCTI end of program testing will also take place to identify individual and program areas of needs to be addressed with local resources and ARP ESSER funding.</p>
<b>Chronic Absenteeism</b>	<p>During the pandemic recovery time, DCTS has been closely monitoring the attendance of individual students, attendance from an individual district, and the overall attendance in our programs across all of the 15 sending districts. All of this information is easily available on our Student Information System and is routinely reviewed by our lead teachers and support staff who are responsible for identifying trends and implementing required student assistance program intervention plans. All levels of attendance have been negatively impacted by Covid-19 and the resulting absences.</p>
<b>Student Engagement</b>	<p>Throughout the pandemic, a major difficulty with student engagement has been the result of students or staff being absent from school for a large number of days due to quarantines and illnesses. DCTS is in the process of conducting a program review for equity and climate across our schools. This program review will allow us to better understand the impact that the pandemic has had on student engagement. Generally, DCTS has students who have chosen to attend our schools and were accepted into the school through a competitive process due to receiving about 250 more applications for programs than we have space in the requested programs. This high interest in attending our programs has continued to keep our student engagement at a high level, but DCTS expects to identify additional areas to address around student engagement through our program review for equity and climate.</p>

	<b>Methods Used to Understand Each Type of Impact</b>
<b>Social-emotional Well-being</b>	Delaware County Technical School intends to use ARP ESSER funds to complete a program review of equity and school climate at our various schools. Currently, the data we have regarding social and emotional well-being has been gathered through our Positive Behavior Interventions and Supports (PBIS) student and staff surveys. This data has allowed us to provide additional resources to our students. The data over the last two years has shown students and staff struggling with the impact of constant health guidance changes, ups/downs of the virus spreads, virtual learning (when this was being used), and some isolations/quarantines from peers/school. The results and data obtained from the program review for equity and climate along with the data gathered through the DCTS PBIS surveys will guide our next steps in addressing the social and emotional needs of our students. These needs will determine how the remaining social and emotional funds will be utilized.
<b>Other Indicators</b>	

**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])	During this pandemic recovery time, Delaware County Technical Schools (DCTS) has been using the NOCTI pre-test at the beginning of the school year along with individual review/assessment of the task list completion of our students with disabilities. About 38% of the students at DCTS are identified and receive services for students with disabilities. The written NOCTI pre-test allows for the assessment of reading skills needed to be successful on the written portion of the NOCTI and needed to successfully participate in the technical program. In addition, DCTS has been using technical math assessments for each of our technical programs to identify the extent of the impact of the pandemic on student learning. An individual plan to address the needs/learning gaps of a student with a disability has been/will be created during the first six weeks of school. Additional remediation/programming will take place to provide opportunities for students with a disability to successfully fill in any gaps in their reading skills, math skills, programs of studies, and task list completion. This student plan will be based on a review/assessment of technical learning gaps on a

<b>Student Group</b>	<b>Provide specific strategies that were used or will be used to identify and measure impacts</b>
	<p>quarterly basis with an individual student learning plan created to address any learning gaps through the regular technical programs and additional learning opportunities made available through the ARP ESSER funds. A review of NOCTI end of program testing will also take place to identify individual and program areas of needs to be addressed with local resources and ARP ESSER funding.</p>
<p>Students from low-income families</p>	<p>Delaware County Technical Schools (DCTS) has been using the NOCTI pre-test at the beginning of the school year along with individual review/assessment of the task list completion of our students coming to DCTS from a low-income background. About 53% of the students at DCTS are identified and receive services for students attending from a family with a low income. The written NOCTI pre-test allows for the assessment of reading skills needed to be successful on the written portion of the NOCTI and needed to successfully participate in the technical program. In addition, DCTS has been using technical math assessments for each of our technical programs to identify the extent of the impact of the pandemic on student learning. An individual plan to address the needs/learning gaps of a student attending from a family with low income has been/will be created during the first six weeks of school. Additional remediation/programming will take place to provide opportunities for student attending from a family with low income to successfully fill in any gaps in their reading skills, math skills, programs of studies, and task list completion. This student plan will be based on a review/assessment of technical learning gaps on a quarterly basis with an individual student learning plan created to address any learning gaps through the regular technical programs and additional learning opportunities made available through the ARP ESSER funds. A review of NOCTI end of program testing will also take place to identify individual and program areas of needs to be addressed with local resources and ARP ESSER funding.</p>

**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.

	<b>Strategy Description</b>
<b>Strategy #1</b>	<p>Delaware County Technical Schools (DCTS) has used the NOCTI pre-test at the beginning of the school year along with individual review/assessment of the task list completion of our students coming to DCTS. The written NOCTI pre-test allows for the assessment of reading skills needed to be successful on the written portion of the NOCTI and needed to successfully participate in the technical program. In addition, DCTS has used technical math assessments for each of our technical programs to identify the extent of the impact of the pandemic on student learning. An individual plan to address the needs/learning gaps has been/will be created during the first six weeks of school. Additional remediation/programming will take place to provide opportunities to successfully fill in any gaps in their reading skills, math skills, programs of studies, and task list completion. This student plan will be based on a review/assessment of technical learning gaps on a quarterly basis with an individual student learning plan created to address any learning gaps through the regular technical programs and additional learning opportunities made available through the ARP ESSERS funds. A review of NOCTI end of program testing will also take place to identify individual and program areas of needs to be addressed with local resources and ARP ESSER funding.</p>

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.)

Delaware County Technical High Schools (DCTS) has engaged our various stakeholders in the original development of our Continuity of Education plan which was put in place at the end of March 2020, our original Health and Safety Plan, the many revisions of the Health and Safety Plans during the 2020-2021 school year, the GEER I grant planning/implementation, GEER II grant planning/implementation, the many revisions of the Health and Safety Plans during the 2021-2022 school year, and now the planning/beginning implementation of the ARP ESSER grant funds. These stakeholders included our teachers, parents, business leaders, health experts, participating school districts staff, and school administration. During the 2021-2022 school year, the Joint Operating Board, the Professional Advisory Committee, and the Local Advisory Committee have reviewed the data and program needs to determine the most important educational needs of DCTS as a result of COVID-19. DCTS is in the beginning process of conducting a program review for equity and climate of the DCTS schools. This program review will consist of over 40 focus groups, surveys of all DCTS staff, surveys provided to all current students, and surveys provided to all parents of current students. The data gathered in the program review for equity and climate will help shape the programming provided through the ARP ESSER funding over the next couple of years for all of our special population groups including special education and students coming from families living in lower economic environments.

#### 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)**

Delaware County Technical High Schools (DCTS) has allowed opportunities for input from our

various stakeholders in the planning/beginning implementation of the ARP ESSER grant funds. These stakeholders included our teachers, parents, business leaders, health experts, participating school districts staff, students from special population groups, and school administration. During the 2021-2022 school year, the Joint Operating Board, the Professional Advisory Committee, and the Local Advisory Committee have reviewed the data and program needs to provide input on the most important educational needs of DCTS as a result of COVID-19. DCTS is in the beginning process of conducting a program review for equity and climate of the DCTS schools. This program review will consist of input of over 40 focus groups, surveys of all DCTS staff, surveys provided to all current students, and surveys provided to all parents of current students. The data gathered in the program review for equity and climate will help shape the programming provided through the ARP ESSER funding over the next couple of years for all of our special population groups including special education and students coming from families living in lower economic environments. The ARP ESSER planning also included input from the school community through a public joint board presentation of planning and possible expenditures at the February and March 2022 meetings.

## **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)**

Communication to our joint Board, representing our 15 member districts and publication of the full ARP spending plan on the DCTS website will follow approval of the ARP application. Updates will be shared with our various stakeholders through newsletters and meetings, as well as direct communications to the stakeholders through emails and direct mailings. The CTC Plan for the Use of ARP ESSER Funds will be made publicly available on the CTC website and submitted to PDE within 90 days of LEA receipt of ARP ESSER funding. The Plan for the Use of Funds 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

Plan for Funds	Explanation
Other, i.e summer school, extended day, and staffing	Staff Recruitment, support, and retention: Address staffing challenges for the remainder of 21-22 through 22-23 with a three phase Staff Retention Payment Plan. Phase 1: \$1,250 payment for all DCTS employees of record as of 9/1/2021 that remain employed through 6/30/2022. Phase 2: \$500 payment for all DCTS employees of record as of 9/1/2022 that remain employed through 12/31/2022. Phase 3: \$750 payment for all DCTS employees of record as of 1/1/2023 that remain employed through 6/30/2023.
	Equity and climate review and programming resources to implement recommendations from review; services contracted through Delaware County Intermediate Unit. \$20,000 for program review; \$180,000 for resource implementation. This

Plan for Funds	Explanation
Access to Instruction	will support the ongoing Equity work of Delaware County Technical Schools: complete a program review for equity and climate through the Delaware County Intermediate Unit. Identify ongoing support of Equity and Climate resources for DCTS staff and students to: (1) Prioritize social and emotional learning to increase resilience, build relational trust, and bridge opportunity gaps through development of a restorative school climate framework, (2) Training of staff and implementation of Restorative, Equitable Learning Communities, (3) Implement decision making models that incorporate culturally responsive principles to increase student engagement, well-being, and social and emotional development.
Access to Instruction	Supplemental/Extra Hours time for technical program recovery/acceleration. 2,800 hours at average of \$50. This will continue the implementation of technical skill and academic skill gap reviews and planning of resources to allow for the recovery and acceleration of skills in technical program, reading, and math through additional programming supports including recovery hours, acceleration programming, and additional curriculum resources.
Mitigation Strategies	Supplies for mitigation efforts in the areas of cleaning, masking, and separation of workspace areas. This will continued implementation of Health & Safety plan: Cleaning/Disinfecting Efforts, HVAC Maintenance/Air Filters, additional technical lab workspaces to allow access to recovery instruction and appropriate small group work spaces.
Access to Instruction	Continuation of implementation of outreach and enrollment processes to promote equity and access across all sending districts and all student groups through Radius Enrollment system
Access to Instruction	Review and implementation of web based learning management platform that allows for access and resources by students impacted by Covid- 19 issues
Mitigation Strategies	Continuation of additional contracted health profession to assist with DCTS health and safety plan implementation

Plan for Funds	Explanation
Other, i.e summer school, extended day, and staffing	<p>Indirect cost of \$56,456 for the necessary and reasonable costs for the proper and efficient operation and administration of the contract in areas not readily identified with a particular grant project function or grant activity including but not limited to utilities, technology support, facility maintenance, accounting costs. The indirect costs will be divided between grant years 2022-2023 and 2023-2024 with \$25,000 in 2022-2023 with the remainder costs in 2023-2024.</p>

**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>	During this pandemic recovery time, Delaware County Technical Schools has been using the NOCTI pre-test at the beginning of the school year along with individual review/assessment of the task list completion of our returning students. The written NOCTI pre-test allows for the assessment of reading skills needed to be successful on the written portion of the NOCTI and needed to successfully participate in the technical program. In addition, DCTS has been using technical math assessments for each of our technical programs to identify the extent of the impact of the pandemic on student learning. An individual plan to address student learning gaps has been/will be created during the first six weeks of school and reviewed on a quarterly basis. A review of NOCTI end of program testing will also take place to identify individual and program areas of needs to be addressed with local resources and ARP ESSERS funding. This data will be reported and reviewed by program, family income level, special education needs, gender, and race. Resources will be allocated based on the data gathered and this analysis.
<b>Opportunity to learn measures (see help text)</b>	DCTS is currently conducting a program review for equity and climate which includes student engagement surveys, access to technology surveys, access to needed professional development in the areas of technology use for staff, and parent surveys related to access to needed resources. All data collected will be reviewed to allow for the adjustment of the implementation of this grant. This data will be reported and reviewed by program, special education needs, gender, and race. Resources will be allocated based on the data gathered and this analysis.
<b>Jobs created and retained (by number of FTEs and position type) (see help text)</b>	Retention, recruitment, and recovery extra duty compensation: Delaware County Technical Schools will gather and review the impact of the proposed retention plan and the recovery extra duty compensation by gathering the total positions impacted, open positions by length of time, and changes/transitions by rate of all staff. Retention plan: impacts 50 FTE professional/administrative positions and 25 FTE support staff positions. Total Retention: equals 1.5 FTE professional/administrative positions and similar 1.5 FTE support staff positions (analysis later in grant years on impact).
	DCTS will collect the amount of hours participated in any additional

	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>
<b>Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)</b>	recovery/acceleration time offered through ARP ESSER funded resources. The data will be gathered and reviewed by our various student groups including technical program, gender, race, economic status, and special education program. The amount of time spent in additional recovery/acceleration time along with grades, attendance, and completion of skills on technical program task list will be gathered and reviewed.
<b>Impact of Student Social and Emotional Needs</b>	DCTS is currently conducting a program review for equity and climate which includes student engagement surveys, access to needed professional development in the areas of social/emotional needs, and parent surveys related to access to needed resources in the area of social/emotional needs. All data collected will be reviewed to allow for the adjustment of the implementation of this grant. This data will be reported and reviewed by program, special education needs, gender, and race. Resources will be allocated based on the data gathered and this analysis.

**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.

No

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

**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.**

The Delaware County Technical Schools Health and Safety Plan is available at the following website location:

<https://www.dciu.org/cms/lib/PA28000298/Centricity/Domain/305/1DCIU%20and%20DCTS%20Health%20and%20Safety%20Plan%20Effective%20August%202023.2021.pdf>

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

**Section: Budget - Instruction Expenditures**

**BUDGET OVERVIEW**

**Budget**

\$942,739.00

**Allocation**

\$942,739.00

**Budget Over(Under) Allocation**

\$0.00

**INSTRUCTION EXPENDITURES**

<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
1300 - CAREER AND TECHNICAL EDUCATION	100 - Salaries	\$260,000.00	Retention plan all 3 phases for professional/administrative/support staff. Total staff: 104 x \$2,500
1300 - CAREER AND TECHNICAL EDUCATION	300 - Purchased Professional and Technical Services	\$200,000.00	Equity and climate review and programming resources to implement recommendations from review; services contracted through Delaware County Intermediate Unit. \$20,000 for program review; \$180,000 for resource implementation
1300 - CAREER AND TECHNICAL EDUCATION	300 - Purchased Professional and Technical Services	\$90,000.00	Continuation of implementation of outreach and enrollment processes to promote equity and access across all sending districts and all student groups through Radius Enrollment system
			Review and

Function	Object	Amount	Description
1300 - CAREER AND TECHNICAL EDUCATION	300 - Purchased Professional and Technical Services	\$100,000.00	implementation of web based learning management platform that allows for access and resources by students impacted by Covid- 19 issues
1300 - CAREER AND TECHNICAL EDUCATION	100 - Salaries	\$140,000.00	Supplemental/Extra Hours time for technical program recovery/acceleration. 2,800 hours at average of \$50
		<b>\$790,000.00</b>	

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

**BUDGET OVERVIEW**

**Budget**

\$942,739.00

**Allocation**

\$942,739.00

**Budget Over(Under) Allocation**

\$0.00

**SUPPORT AND NON-INSTRUCTION EXPENDITURES**

<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
2400 - Health Support Services	300 - Purchased Professional and Technical Services	\$60,000.00	Continuation of additional contracted health profession to assist with DCTS health and safety plan implementation
2600 - Operation and Maintenance	600 - Supplies	\$36,283.00	Supplies for mitigation efforts in the areas of cleaning, masking, and separation of workspace areas
2500 - Business Support Services	900 - Indirect Costs Rate	\$56,456.00	Indirect Cost
		<b>\$152,739.00</b>	

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

	<b>100 Salaries</b>	<b>200 Benefits</b>	<b>300 Purchased Professional and Technical Services</b>	<b>400 Purchased Property Services</b>	<b>500 Other Purchased Services</b>	<b>600 Supplies 800 Dues and Fees</b>	<b>700 Property</b>	<b>Totals</b>
<b>1000 Instruction</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1300 CAREER AND TECHNICAL EDUCATION</b>	\$400,000.00	\$0.00	\$390,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$790,000.00
<b>1400 Other Instructional Programs – Elementary / Secondary</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1600 * ADULT EDUCATION PROGRAMS</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1700 Higher Education Programs</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1800 Pre-K</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2000 SUPPORT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2100 SUPPORT SERVICES – STUDENTS</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2200 Staff Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2300 SUPPORT SERVICES – ADMINISTRATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

**Project #: FA-224-21-1199**  
**Agency: Delaware County Technical High School**  
**AUN: 125232407**  
**Grant Content Report**  
**ARP ESSER CTCs 2.5% Set Aside**

	<b>100 Salaries</b>	<b>200 Benefits</b>	<b>300 Purchased Professional and Technical Services</b>	<b>400 Purchased Property Services</b>	<b>500 Other Purchased Services</b>	<b>600 Supplies 800 Dues and Fees</b>	<b>700 Property</b>	<b>Totals</b>
<b>2400 Health Support Services</b>	\$0.00	\$0.00	\$60,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$60,000.00
<b>2500 Business Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2600 Operation and Maintenance</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$36,283.00	\$0.00	\$36,283.00
<b>2700 Student Transportation</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2800 Central Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3000 OPERATION OF NON-INSTRUCTIONAL SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3100 Food Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3200 Student Activities</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3300 Community Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	<b>\$400,000.00</b>	<b>\$0.00</b>	<b>\$450,000.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$36,283.00</b>	<b>\$0.00</b>	<b>\$886,283.00</b>
<b>Approved Indirect Cost/Operational Rate: 0.0637</b>								<b>\$0.00</b>
<b>Final</b>								<b>\$886,283.00</b>

