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Federal Award Agency: US Department of Education
CFDA Number and Title: 84.425C ARP ESSER Set Asides
Vendor Number: 0000119526

Project #: FA-224-21-0553
Agency: Dauphin County Technical School
AUN: 115221607
Original Application

**AMERICAN RESCUE PLAN ACT-ELEMENTARY AND SECONDARY SCHOOL
EMERGENCY RELIEF (ARP-ESSER) 2.5% SEA RESERVE AGREEMENT**

This agreement (“Agreement”) is made by and between the Commonwealth of Pennsylvania (“Commonwealth”), through its Pennsylvania Department of Education (“Department”), and Dauphin County Technical School located at 6001 Locust Lane, Harrisburg, PA 17109, (“Grantee”).

The Department, created by Section 201 of the Administrative Code of 1929, as amended, 71 P.S. § 61, is the State Education Agency responsible for administration of grant programs pursuant to the General Appropriation Acts, Act 24 of 2021 and the Public School Code of 1949, as amended, 24 P.S. § 1-101 et seq. and has been awarded funds by the US Department of Education under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2, for the ARP Elementary and Secondary Emergency Relief (ARP-ESSER) 2.5% SEA Reserve program.

The parties, intending to be legally bound, agree as follows:

1. Pursuant to this Agreement, Grantee will receive funds in the amount of \$776,530.00. The grant shall be used to defray program costs incurred from March 13, 2020 to September 30, 2024.
2. The Agreement shall become effective on the date it is fully executed by all required parties and shall terminate on September 30, 2024, unless terminated earlier in accordance with the terms hereof.
3. Grantee shall furnish all qualified personnel, facilities, materials and other services and in consultation with the Department, provide the services described in Appendix B.
4. This Agreement is comprised of the following Appendices which are hereby incorporated by reference into this Agreement:

Appendix A – Special Program Terms

Appendix B – Grantee’s Assurances, Program Narrative and Budget

Appendix C – Payment Terms, Responsibilities and Contact Information

5. Grantee acknowledges having reviewed a copy of the Department’s Master Standard Terms and Conditions, which are available at www.education.pa.gov/mstc and are incorporated by reference into and made a part of this Agreement as if fully set forth herein.

The parties, intending to be legally bound, have signed this Agreement below:

FOR THE GRANTEE

Signature: Karen Pflugh - Electronic Signature Date: 5/9/2022

Title: Director

Signature: _____ Date: _____

Title: _____

FOR THE COMMONWEALTH

For the Secretary of Education: Susan McCrone - Electronic Signature Date: 5/20/2022
 Title: Division Chief

APPROVED AS TO FORM AND LEGALITY

Office of Chief Counsel: Patrick Lord - Electronic Signature Date: 5/20/2022
 Department of Education
 Office of General Counsel: _____ Date: _____
 Office of Attorney General: _____ Date: _____

Form Approval No. 6-FA-50.0

Comptroller: Matthew Eng - Electronic Signature Date: 5/25/2022

Vendor Name: Dauphin County Technical School
Address: 6001 Locust Lane, Harrisburg, PA 17109
Fed ID #: 231674276
Vendor #: 0000119526

Grant Title	Funding Source	Project Number	CFDA Number	Allocation Amount	Award Amount
ARP ESSER CTC's 2.5% Set Aside	Federal	FA-224-21-0553	84.425C	\$776,530.00	\$776,530.00
ARP ESSER Set-Asides Consolidated	Federal	FA-224-21-0553	84.425C	\$0.00	\$776,530.00

Grantee agrees to comply with the following terms and conditions:

1. The development and execution of the program outlined in this Agreement and subsequent reimbursement for such program by the Department will be in accordance with this Agreement's provisions as finally approved by the Department and shall comply with all applicable provisions of federal, state and local laws, the official regulations pertaining thereto, program guidelines and instructions issued by the Pennsylvania Department of Education.
2. Grantee will comply with all reporting requirements in relation to program and fiscal components of the ARP-ESSER 2.5% SEA Reserve program as defined by the Department and/or federal governing agencies.
3. Grantee will maintain documentation of expenditures, procurement and activities carried out through this grant for a period of the current year plus six years in accordance with Department guidelines. Grantee will provide records to Department, monitors or federal awarding agency upon request.
4. Grantee will comply with all reporting requirements in relation to any waiver authorized under the ARP-ESSER 2.5% SEA Reserve program and applied for and approved through the grantee agency. The Department will provide reporting requirements and due dates when available from the federal awarding agency.
5. Payment to Grantee under this Agreement is contingent upon appropriation and availability of funds to the Commonwealth.

General Federal Requirements:

1. Grantee shall use such fiscal control and fund accounting procedures necessary to ensure the proper disbursement of, and accounting for, federal funds paid to the applicant under each such program.
2. Grantee shall comply with the Uniform Grant Guidance – Subpart D (Post Federal Award Requirements) Standards for Financial and Programs, 2 CFR §200.300-§200.345, as applicable.
3. Grantee shall comply with the Uniform Grants Guidance -- Subpart D (Post Federal Award Requirements) methods of procurement to be followed, 2 CFR §200.320.
4. Grantee shall ensure that all written policies and procedures required by the Uniform Grants Guidance for the administration of federal grant dollars are created, approved, implemented and are available for review by monitors.
5. Grantee shall comply with the Uniform Grants Guidance – Subpart E (Cost Principles) 2 CFR §200.400-§200.417 and 2 CFR §200.420-§200.475, as applicable.
6. Grantee shall comply with the Uniform Grants Guidance – Subpart F – Audit Requirements, specifically sections 2 CFR §200.500-§200.512, as applicable.

Other Federal Requirements:

1. When issuing statements, press releases, requests for proposals, bid solicitations and other documents describing projects or programs funded in whole or in part with federal money, Grantee shall clearly state:
 - i. the percentage of the total costs of the program or project that will be financed with federal money;
 - ii. the dollar amount of federal funds for the project or program; and
 - iii. the percentage and dollar amount of the total costs of the project or program that will be financed by nongovernmental sources.
2. Grantee shall ensure that its personnel, whose salaries and/or benefits are federally funded are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official business, or from using government supplied electronic equipment to text message or email when driving.
3. Insofar as any construction projects are funded with this Agreement, Grantee shall comply with all applicable federal and state legal requirements with respect to such construction projects, including, without limitation, the pre-approval requirements set forth in 2 CFR §200.439, the construction requirements set forth in 34 CFR §§ 75.600-75.617 (such as 34 CFR 75.609 (Safety and Health standards) and 75.616 (Energy Conservation)), and the Davis-

Bacon Act (40 U.S.C. 3141-3144, and 3146-3148) as supplemented by Department of Labor regulations (29 CFR Part 5, “Labor Standards Provisions Applicable to Contracts Covering Federally Financed and Assisted Construction”). The federal equal opportunity clause applicable to federally assisted construction contracts contained at 41 CFR § 60-1.4 is incorporated herein by reference.

4. Grantee acknowledges that this Agreement may be revised pursuant to ongoing guidance from the relevant federal or Commonwealth agency regarding requirements for the funds subject to this Agreement. Grantee agrees to abide by any such revisions upon written notification from Commonwealth of the revisions, which will automatically become a material part of this Agreement, without the necessity of either party executing any further instrument.

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	DCTS uses CDTs, NOCTI pre-test results, Read 180, and AIMSweb in conjunction with Performance Tracker, to monitor the academic/technical impact that lost instruction may have had on students' learning. Students are provided additional support to overcome learning gaps by working with a teacher in our resource room.
Chronic Absenteeism	DCTS School Counselors, Psychologist, and Social Worker provide support services to all students by collecting data on attendance daily to monitor chronic absenteeism. This team contacts parents and students regularly to determine the cause of the absences and to provide support where needed.
Student Engagement	Formative and summative assessments are used to identify a student's lack of engagement and learning gaps. Once a teacher identifies that a student is not engaged in learning, the teacher works with the student, parents, school counselors, social worker and psychologist to determine the cause to provide support to re-engage the student. Often the student works with a teacher in our resource room to help them overcome learning gaps.
Social-emotional Well-being	All faculty and staff were required to attend training through SafeSchools at the beginning of the school year to understand and identify students whose social-emotional well-being may be impacted by the COVID pandemic. Once a student is identified as needing assistance they are reported to our School Counselors office. The School Counselors, Social Worker and Psychologist work with the student and parent(s) to provide support, and often, recommend a student to our Student Assistance Program (SAP).
Other Indicators	DCTS employs two (2) English Language Development (ELD) specialists to support our English Language Learner (ELL) students and to assist students that may have a language barrier and struggle to express the impact that the COVID pandemic may have had on their learning, absentism, engagement and well-being. A resource room is available for students who need assistance with interpretation to understand assignments and establish career goals. DCTS also uses "Language Line" to engage ELL parents in their students learning.

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	<p>Faculty and staff are required to attend training through SafeSchools at the beginning of each school year to understand and identify students that may need additional support such as students in foster care. Our school Social Worker attends monthly PDE webinars to keep updated on new strategies to support students in foster care. Additionally, our school Social Worker works with Children and Youth services to assist us with identifying students in foster care. Once a student is identified, our School Counselors, Psychologist, and Social Worker provide support services to the foster care student(s) by conferencing with the student to seek information to determine if additional support services are needed such as emotional support, technology access, program clothing, food, transportation, etc. Administration and the student support services team meet biweekly and discuss students that may need support and strategize the best method to help a foster student in need. This is done on a case-by-case basis as each student has their own specific pandemic impact. Attendance data is closely monitored as well as disciplinary actions, grades and summative assessments so that the team can intervene early if a foster student is struggling and needs more support.</p>
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	<p>Faculty and staff are required to attend training through SafeSchools at the beginning of each school year to understand and identify students that may need additional support such as a student with disabilities. Each student with a disability has an Individualized Education Plan (IEP) and is assigned to a case worker. The case worker along with our School Counselors, Psychologist, and Social Worker provide support services and monitors the impact that COVID may have on a student with disabilities. Support services are put in place on a case-by-case</p>

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
	<p>basis as each student has their own specific pandemic impact. Attendance data is closely monitored as well as disciplinary actions, grades and summative assessments so that the team can intervene early if a student with a disability is struggling and needs more support.</p>
English learners	<p>DCTS employs two (2) English Language Development (ELD) specialists to support our English Language Learner (ELL) students. A resource room is available for students who need assistance with interpretation to understand assignments and establish career goals. DCTS also uses “Language Line” to engage ELL parents in their students learning. Moreover, an ELL Parent Night is held as an additional avenue to engage ELL parents in their student’s educational opportunities so that parents have the opportunity to talk about any impact that the pandemic may have on their student. Our ELD specialists, School Counselors, Psychologist, and Social Worker provide support services to the ELL student(s) by conferencing with the student to seek information to determine if additional support services are needed such as emotional support, technology access, program clothing, food, transportation, etc. Administration and the student support services team meet biweekly and discuss students that may need support and strategize the best method to help an ELL student in need. This is done on a case-by-case basis as each student has their own specific pandemic impact. Attendance data is closely monitored as well as disciplinary actions, grades and summative assessments so that the team can intervene early if an ELL student is struggling and needs more support.</p>
	<p>School Counselors, Psychologist, and Social Worker provide support services to students that are identified as underserved by gender to determine the impact of the pandemic by conferencing with the student to seek</p>

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	<p>information to determine if additional support services are needed such as emotional support, technology access, program clothing, food, transportation, etc. Administration and the student support services team meet biweekly and discuss students that may need support and strategize the best method to help an underserved gender student in need. This is done on a case-by-case basis as each student has their own specific pandemic impact. Attendance data is closely monitored as well as disciplinary actions, grades and summative assessments so that the team can intervene early if an gender underserved student is struggling and needs more support.</p>
Migrant students	<p>DCTS employs two (2) English Language Development (ELD) specialists to support our English Language Learner (ELL) students and to support migrant students that may have a language barrier. A resource room is available for students who need assistance with interpretation to understand assignments and establish career goals. DCTS also uses “Language Line” to engage ELL parents in their students learning. Moreover, an ELL Parent Night is held as an additional avenue to engage ELL parents in their student’s educational opportunities so that parents have the opportunity to talk about any impact that the pandemic may have on their student. Our ELD specialists, School Counselors, Psychologist, and Social Worker provide support services to the ELL student(s) by conferencing with the student to seek information to determine if additional supports are needed such as emotional support, technology access, program clothing, food, transportation, etc. Administration and the student support services team meet biweekly and discuss students that may need support and strategize the best method to help a migrant student in need. This is done on a case-by-case basis as each student has their own specific pandemic impact. Attendance data is</p>

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
	<p>closely monitored as well as disciplinary actions, grades and summative assessments so that the team can intervene early if a migrant student is struggling and needs more support.</p>
<p>Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)</p>	<p>Faculty and staff are required to attend training through SafeSchools at the beginning of each school year to understand and identify students that may need additional support services such as students that may be identified in the “other groups” category. Once a student is identified, our School Counselors, Psychologist, and Social Worker provide support services to the student(s) by conferencing with the student to seek information to determine if additional support services are needed such as emotional support, technology access, program clothing, food, transportation, etc. Administration and the student support services team meet biweekly and discuss students that may need support and strategize the best method to help a student identified in the “other groups” category. This is done on a case-by-case basis as each student has their own specific pandemic impact. Attendance data is closely monitored as well as disciplinary actions, grades and summative assessments so that the team can intervene early if a student is struggling and needs more support.</p>
<p>Students experiencing homelessness</p>	<p>Faculty and staff are required to attend McKinney Veto training through SafeSchools at the beginning of each school year to understand and identify students that may be homeless. Our Social Worker also works with organizations that report homeless students. Once a student is identified, our School Counselors, Psychologist, and Social Worker provide support services to the homeless student(s) by conferencing with the student to seek information to determine if additional support services are needed such as technology access, program clothing, food, transportation, etc. Each student that may be homeless works with our Social Worker regularly</p>

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
	<p>to provide support services and monitors the impact that the pandemic may have on a homeless student. Support services are put in place on a case-by-case basis as each student has their own specific pandemic impact. Attendance data is closely monitored as well as disciplinary actions, grades and summative assessments so that the team can intervene early if a student is struggling and needs more support.</p>
<p>Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)</p>	<p>School Counselors, Psychologist, and our Social Worker provide support services to the racial/ethnic student(s) by conferencing with the student to seek information to determine if additional support services are needed such as emotional support, technology access, program clothing, food, transportation, etc. The School Counselors regularly provide support services and monitor the impact that COVID may have on a student in the racial/ethnic group category. Support services are put in place on a case-by-case basis as each student has their own specific pandemic impact. Attendance data is closely monitored as well as disciplinary actions, grades and summative assessments so that the team can intervene early if a student in the racial/ethnic group category is struggling and needs more support.</p>
<p>Students from low-income families</p>	<p>Once a student is identified as socio-economic disadvantaged, our School Counselors, Psychologist, and Social Worker provide support services to the low-income student(s) by conferencing with the student to seek information to determine if additional support services are needed such as emotional support, technology access, program clothing, food, transportation, etc. Each student that may be identified in the “low-income” category works with our Social Worker regularly to provide support services and monitors the impact that the pandemic may have on a low income student. Support services are put in place on a case-by-</p>

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
	case basis as each student has their own specific pandemic impact. Attendance data is closely monitored as well as disciplinary actions, grades and summative assessments so that the team can intervene early if a student with a low-income is struggling and needs more support.

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	Homeless students have been greatly impacted by the COVID-19 pandemic and have chronic absenteeism. DCTS employs a school Social Worker who makes contact, keeps contact, and provides emotional support for students identified as homeless that were impacted by the pandemic. The support may be a food card, food, clothing, transportation, or communication between school districts, parents, and other family members. Additionally, DCTS offered summer school to homeless students that were not able to attend due to financial and transportation requirements. We provided homeless students with the educational resources, transportation to school, food, and technology.

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**

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

Other includes free food, clothing, and transportation to school.

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

ii. 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

ii. 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.)

DCTS has engaged several stakeholders in consultation with planning for the use of the ARP ESSER funds through Professional Advisory Council meetings with consortium school district Superintendents, discussions with Joint Operating Committee (JOC) members, discussion with school administrators (including the Director of Special Education), as well informal discussions with students and teachers. We plan to continue our discussions about the planning for the use of the ARP ESSER funds to prevent, prepare and be responsive to the COVID pandemic with our Local Advisory Committee (LAC) members and Occupational Advisory Council (OAC) members and many other organizations as they attend our LAC and OAC regular meetings.

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)**

DCTS has taken stakeholder input through a series of meetings that involved discussion on planning for how to apply ARP ESSER funds to prevent, prepare and respond to the COVID pandemic. We will continue to seek input from stakeholders through our JOC, LAC, OAC, Comprehensive Local Needs Assessment (CLNA) committee and other stakeholder groups.

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)**

Through a series of stakeholder meetings and discussions, DCTS will develop the ARP ESSER funding plan and submit to PDE within 90 days of LEA receipt of ARP ESSER funding. Upon approval from the Pennsylvania Department of Education (PDE) and our JOC, we will post our ARP ESSER funds plan publicly on our school website in a format written in a language that parents/caregivers can understand. Our school website includes a translator and is ADA compliant. We also use "Language Line" to ensure we can communicate with our parents that call via telephone requesting information. Parents and students will be notified of the plan to spend the ARP ESSER funds through our monthly newsletter.

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	Improve the Technology Infrastructure by increasing students' wireless access throughout the building, remote learning, and mobile charging stations.
Facilities Improvements	Expand the Cafeteria by enclosing the outdoor patio and attaching it to the current Cafeteria to allow for proper social distancing and the ability to convert the space to an instructional learning environment for large group instruction.
Facilities Improvements	Cafeteria Expansion Architect

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	Our School Counselors (3), Instructional Coaches (3) and Administrative team uses CDTs, NOCTI pre-test results, Read 180, and AIMSweb in conjunction with Performance Tracker, to collect and analyze data to determine the impact of lost instructional time during the COVID-19 pandemic. We will also use PowerSchool (our student information system) as a means to determine student groups to disaggregate the data, where applicable. Once data is collected and disaggregated, we will be able to determine action needed to provide students with the strategies and resources needed to overcome learning gaps as a result of lost instructional time.
Opportunity to learn measures (see help text)	DCTS will use ARP ESSER fund to improve technology in the building infrastructure to reduce the possibility of lost instructional time due to the impact of the COVID-19 pandemic. Currently, DCTS employs three Instructional Coaches that provide professional development on the effective use of technology for teaching strategies to engage students in learning. An educator survey will be developed to collect data about the effective use of technology in our building.
Jobs created and retained (by number of FTEs and position type) (see help text)	No jobs were created and retained using ARP ESSER resources or grant funds.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	No programs are funded using ARP ESSER resources or grant funds.
Impact of Student Social and Emotional Needs	The DCTS School Counselors, Psychologist, and Social Worker will develop a survey to determine the impact of the COVID-19 pandemic on students' social and emotional needs. Once data is collected, analyzed and disaggregated, we will be able to determine action needed to provide students with the strategies and resources to support their social and

	Data Collection and Analysis Plan (including plan to disaggregate data)
	emotional needs.

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
Cafeteria Expansion	Construction	\$623,880 for the Cafeteria expansion and architect.
Technology Infrastructure	Capital Expenditure	\$152,650 for 75 Wireless Access Points, 5 Wireless Network Switches, Mobile Network Booster and 44 Mobile

Name of Proposed Project	Type of Project	Brief Description of Proposed Project
		Power Towers.



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://dcts.org/health-and-safety-plan/>



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

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget
 \$776,530.00
Allocation
 \$776,530.00

Budget Over(Under) Allocation
 \$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$17,600.00	44 Mobile Power Towers
		\$17,600.00	

Section: Budget - Support and Non-Instruction Expenditures

BUDGET OVERVIEW

Budget

\$776,530.00

Allocation

\$776,530.00

Budget Over(Under) Allocation

\$0.00

SUPPORT AND NON-INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
2200 - Staff Support Services	600 - Supplies	\$70,200.00	75 Wireless Access Points
2200 - Staff Support Services	700 - Property	\$54,850.00	5 Wireless Network Switches
2200 - Staff Support Services	700 - Property	\$10,000.00	Mobile Network Booster
2600 - Operation and Maintenance	300 - Purchased Professional and Technical Services	\$47,800.00	Cafeteria Expansion Architect
2600 - Operation and Maintenance	700 - Property	\$576,080.00	Cafeteria Expansion
		\$758,930.00	

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	\$17,600.00	\$0.00	\$17,600.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$70,200.00	\$64,850.00	\$135,050.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$47,800.00	\$0.00	\$0.00	\$0.00	\$576,080.00	\$623,880.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$47,800.00	\$0.00	\$0.00	\$87,800.00	\$640,930.00	\$776,530.00
Approved Indirect Cost/Operational Rate: 0.0045								\$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
							Final	\$776,530.00

Payment Terms, Responsibilities and Contact Information

1. **PROJECT OFFICER:** The person designated to act for the Commonwealth in managing this contract is:

Susan McCrone

smccrone@pa.gov

717-783-2193

2. **TERMS OF PAYMENT:**

- a. All grants are placed on a system of scheduled payments to provide operating funds during the period of the Agreement. Monthly payments are determined by dividing the approved amount by the number of months during the term of the Agreement. Payments will be initiated by the Comptroller's Office after arrival of each fully executed Agreement.
- b. Grantee shall implement a cash management system that will ensure that only the minimum amount of cash required to effectively operate the program is requested and/or kept on hand. Failure to implement and maintain such a system can result in the Grantee being suspended until an adequate cash management system has been implemented.
- c. During the life of this Agreement, unless otherwise provided in Program Guidelines, Grantee shall submit the following financial reports to the Comptroller's Office or the Department:
 1. Reconciliation of Cash on Hand Quarterly Report PDE Form No. 2030, and
 2. Final Expenditure Report.
- d. Grantee will conform to all policies and guidelines cited in the Department's individual program Policies and Procedures and/or instructions associated with the Reconciliation of Cash on Hand Quarterly Report, and Final Expenditure Report concerning the financial reports described in Paragraph 2(c), above.
- e. The Department reserves the right to disapprove any expenditures by the Grantee that are not in accordance with this Agreement.

3. **REPORTING:**

Grantee shall submit any required program and or fiscal reports that are designated by the Department and/or federal awarding agencies for the purpose of determining program outcomes and compliance. Due dates and reporting requirements will be announced by the Department.

Any unexpended funds remaining at the end of the grant period must be returned to the Department of Education.

4. **FUNDING LEVEL: THE TOTAL COST TO THE COMMONWEALTH UNDER THIS AGREEMENT SHALL NOT EXCEED THE AMOUNT SET FORTH IN THE AGREEMENT.**

Payment of that amount is contingent upon the availability of Program funds and appropriations sufficient to pay the total costs. Any funds provided to the Grantee under this Agreement may only be used in accordance with this Agreement.

- a. **FUNDING INCREASE** – If the Commonwealth determines that additional Federal or State program funds are available for use under this Agreement, the Commonwealth may at its sole discretion increase the approved program cost. Such increases will be made in accordance with paragraph 5 (“Funding Adjustments”).

- b. **FUNDING DECREASE** – The Commonwealth reserves the right, at its sole discretion, to reduce the total cost of this Agreement when the Federal or State funds appropriated by the U.S. Congress and/or State Legislature are less than anticipated by the Commonwealth after Execution of this Agreement hereunder; **or** the funds appropriated are later unavailable due to a reduction or reservation in the appropriation. Such decreases will be made in accordance with paragraph 5 (“Funding Adjustments”).
- c. **UNEXPENDED FUNDS** – Grantee understands and agrees that funds which remain unexpended at the end of the term of the Agreement or upon termination of the Agreement shall be returned to the Commonwealth within sixty (60) days of the project’s ending date or termination date along with the submission of the Final Completion Report and/or Final Expenditure Report, depending on the applicable program requirements.
- d. **WITHHOLDING OF FUNDING** – Without limitation of any other remedies to which it is entitled hereunder or at law, the Commonwealth shall have the right to withhold the funding granted under this Agreement, in whole or in part, for any of the following reasons, without limitation:
 - 1. failure of Grantee to fulfill in a timely and proper manner its obligations hereunder;
 - 2. violation of laws, regulations or polices applicable to the grant or to the implementation of the project funded under this Agreement; and
 - 3. misuse of funds, mismanagement, criminal activity or malfeasance in the implementation of this Agreement.

5. FUNDING ADJUSTMENTS:

Funding Adjustments may be made for the following reasons and in the following manner:

- a. **Funding Increase:**
 - 1. The Commonwealth shall notify the Grantee in writing of any funding increases under this Agreement.
 - 2. Upon receipt of this notice the Grantee shall revise and submit to the Commonwealth a revised Program Summary Budget and if necessary, any revised pages of the Narrative which shall reflect the increase of funds.
 - 3. Funding increases will take effect upon Commonwealth’s receipt and approval of the revised documents, which shall be incorporated in and made part of this Agreement.
- b. **Funding Decrease:**
 - 1. The Commonwealth shall notify the Grantee in writing of any funding decreases.
 - 2. Funding decreases will be effective upon receipt by the Grantee of the Commonwealth's funding decrease notice.
 - 3. Funding decrease notices shall be incorporated in and made part of this Agreement.
- c. **Transfer of Funds Among Cost Categories and/or Object Codes:**

Any transfer of funds among cost functions and/or object codes must be made consistent with the applicable Program Guidelines.