

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 | Created an Academic Task Force that utilize a research-based rubric to identify loss of learning impacts on students. The survey that is associated with the rubric allows the student to self-assess their learning comprehension on five essential tasks for their level. The teacher also assesses their learning level. Data is collected and analyzed to determine interventions to even out the learning loss. |
| Chronic Absenteeism | Texting with parents with Talking Points and Robo Calls/Emails. A text-based communication system providing 'nudges' to parents can encourage daily attendance, provide personalized feedback on a child's attendance, and provide support to mitigate challenges that threatened parents' ability to get their child to school regularly. TOTAL ENROLLMENT (950 students) 43224.00 DAYS ABSENT 26.83% ABSENTEEISM EL GROUP (174 students) 9410.00 DAYS ABSENT 32.29% ABSENTEEISM Low Income GROUP (611 students) 30216.00 DAYS ABSENT 28.99% ABSENTEEISM IEP GROUP (326 students) 14179.00 DAYS ABSENT 25.91% ABSENTEEISM |
| Student Engagement | Student engagement is based on project-based learning skills within our Career & Technical Education school. Student engagement is assessed by the hands-on techniques that are evaluated by the instructor utilizing a rubric system. |
| Social-emotional Well-being | We established a Student Success Team that focuses on strategies to assist students' social-emotional well-being. Staff identifies students who are at the greatest need of SEL support and those students are assigned a mentor/case manager to assist with resources and support for those students. The overall social-emotional well-being of all the students are supported by our school counselors, learning support teachers, and student support staff. |
| Other Indicators | N/A |

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 |
|--|---|
| <p>Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])</p> | <p>During the 20-21 SY, a daily “Virtual Learning Center” was provided through videoconferencing where students received direct academic support in content area theory in the form of tutoring supports and accelerated learning options. These include one-on-one or small group instruction, as well as remediation sessions. All “Learning Center” staff are certified special education teachers who assist students with all aspects of online learning through synchronous lessons and office hours. Supplemental instruction was provided to help students develop background knowledge and develop a deeper understanding of previously taught concepts. Home visits for face-to-face progress monitoring and check-ins were conducted for students in our full-time Transition to Career Program (TCP), as well as a means to distribute “alternative” paper assignments for students experiencing computer or broadband issues. Enrichment learning opportunities were provided through the creation and dissemination of Career and Tech Ed program kits so students could complete hands-on tasks at home. Students completed hands on projects and submitted a video of their finished products. Kits were developed in the following program areas:</p> <ol style="list-style-type: none"> 1. Early Childhood Education – Material supply kit for preschool lesson planning (1st, 2nd, and 3rd year students) 2. Building Trades – Kitchen sink drain kits for multiple configurations for most kitchen drains 3. Cosmetology – Mannequin kits to complete practical skills in styling, cutting, and coloring hair. 4. Visual Communication – Basic supplies for traditional drawing (brushes, pencils, watercolors, pastels, paper and markers) 5. Culinary Arts – Culinary kits to prepare proteins, starches, and vegetables through receipt of direct instruction through a “Virtual Kitchen” <p>During the summer of 2021, a summer enrichment program was held for rising 8th, 9th, and 10th grade students from area school districts to explore Auto Technology, Baking, Collision Repair, Computer Networking, Cosmetology, Culinary Arts. As well, a summer learning session for current 2nd and 3rd year students enrolled in Baking, Collision,</p> |

| Student Group | Provide specific strategies that were used or will be used to identify and measure impacts |
|---------------|---|
| | <p>Cosmetology, Culinary Arts, Landscaping and Networking programs offering reteaching of previously introduced learning concepts and engage in hands-on experiences to prevent learning gaps. A Cosmetology Clinic ran daily from June through August providing additional opportunities to obtain Cosmetology board certified educational hours and practical experience. With the start of the 21-22 SY, the provision of these supports and strategies continued in-person. Daily push-in and check-ins are used to provide academic support in real-time within the classroom (with least amount of disruption), as well as to track student IEP goal progress and ensure the provision of specially designed instruction and accommodations. Students can schedule directly with their CTE case manager to receive direct academic support in the building "Learning Center." The "FRAME" (Future Ready and Motivated for Employment) framework was developed by the senior seminar teacher to assist students with portfolio development. This framework provides a scope & sequence for career ed and work standards across programs. It involves the creation of an artifact for a student's portfolio which is used as a measure of student progress within their field of study. Our school Student Success Team (similar to SAP) meets once a month to address student needs at all levels for all at-risk youth within our building. Student referral and interventions at this level are used to track progress. Daily attendance, assignment submissions, and grade reports (for theory and skills attainment) are used as performance indicators (data measures), as well as to determine type and interval of necessary interventions.</p> |
| | <p>Student-access and student-use tracking provide data for bi-lingual technology support and academic learning support. Across Career and Tech Ed programs in the building, this includes success with digital resources used for</p> |

| Student Group | Provide specific strategies that were used or will be used to identify and measure impacts |
|------------------|---|
| English learners | <p>translation, development and pairing of hands-on content-knowledge with visuals (videos), as well as the use of interpretation services for content clarification as tracked by the EL Specialist following a weekly rotating push-in schedule remedying any academic deficits in a timely manner. This rigorous monitoring system allows for periodic benchmarks for assessing progress over time, determining when a student is not making appropriate progress, and providing additional supports to enable ELs to reach English proficiency and gain grade-level content knowledge. During the 21-22 SY, there was no interruption of EL supports/services and provision continues for in-person education at the same level. Our school Student Success Team (similar to SAP) meets once a month to address student needs at all levels for all at-risk youth within our building. Student referral and interventions at this level are used to track success. Daily attendance, assignment submissions, and grade reports (for theory and skills attainment) are used as performance indicators (data measures), as well as to determine type and interval of necessary interventions.</p> |
| | <p>During the 20-21 SY, a web-based Virtual Counseling Suite was created and used to support students with mental health, daily-living insecurities (food, clothing, utilities), technology access/use, referrals to associated community resources, and outreach. Student-access and student-use tracking, as well as post-intervention appointments provide data for the amelioration of individual and family needs during a global pandemic which are directly correlated to a student's successful engagement and participation in their education. Technology access/use strategies included coordination/provision of Career & Tech Ed laptops to students who did not own computers, coordination of information to link students to home school district resources to obtain</p> |

| Student Group | Provide specific strategies that were used or will be used to identify and measure impacts |
|-----------------------------------|---|
| Students from low-income families | <p>broadband, hotspots, and Chromebook access. Counseling services were available by virtual appointment and/or virtual “walk-in.” As a direct result of student need, the Assistant Director lead the creation of the “King’s Den” a school-based store providing clothing for students which has expanded for the 21-22 SY to include family members. For the new school year, counseling supports, and services are maintained through a confidential in-person sign-in process to schedule individual counselling, check-ins, and post-intervention sessions. They can be scheduled by either the counselor or student. As a direct result of data obtained during 20-21 SY, a .5 Social Emotional Counselor position was created, and additional staff are being hired to meet the wellness needs of our CTE students. Transportation has also been provided by Career & Tech Ed personnel to/from school due to displaced students/families and lack of bus drivers at the district level to guarantee student access to their education. Our school Student Success Team (similar to SAP) meets once a month to address student needs at all levels for all at-risk youth within our building. Student referral and interventions at this level are used to track progress. Daily attendance, assignment submissions, and grade reports (for theory and skills attainment) are used as performance indicators (data measures), as well as to determine type and interval of necessary interventions.</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.

| | Strategy Description |
|--|--|
| | <p>An “Academic Task Force” was formed at the school to assess individual student academic progress within each CTE program, student level, and year (1st – 3rd). The goal of the team includes: 1. Identify the top 5 priority tasks for each level within each program from the Career and Technical</p> |

| | Strategy Description |
|-------------|--|
| Strategy #1 | Programs of Study (POS). The task list is an instructional tool to measure the technical competency of a student in a specific program. 2. Determine student proficiency level for each priority task based on teacher and student feedback through use of developed rubrics. Student rubric was developed using student language. 3. Provide analyzed and compiled data for each program teacher to use in preparation for the upcoming school year providing data on individual student learning. 4. This data coupled with NOCTI pretest results for 19-20 SY are used to establish a baseline for prior knowledge in content area. Identifying what skills at each level were not mastered during 20-21 SY and would require remediation during the 21-22 SY 5. As a result, a student performance measure was developed which is used to guide instructional practice for 2021-2022 SY and will be used as a tool for educator effectiveness. |

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:

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 | . The creation of a .5 Social Emotional Counselor position to build students' capacity for academic success and positive social and emotional well-being. The mental health counselor will provide emotional support and foster a safe and successful learning environment. He/she will maintain, and track documentation of mental health supports for all students, which includes those at high risk as evidenced during the 20-21 SY: English learners, students from low-income families, and students with a disability. |

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.)

We emailed a survey to our stakeholders requesting feedback and received many responses. We will post our working draft on our website www.cmths.org, perform a robocall to all entities notifying them, email this link as well as the draft to all faculty, staff, parents, guardians, community leaders, sending school administration, and the Joint Operating Committee. CMTS will use several outlets to invite comments from all stakeholders as well as be transparent throughout the process of planning for ARP ESSER funds. We will also have a survey link on our website and also invite comments by email to the Executive Director. For our English-language learners and families, we have established relationships with local interpreters/translators to assist with communities' valuable resources, solutions, and assistance for those families. For our low-income families, we have secured resources with our local grocery, clothing, and philanthropists to assist with providing food, clothing, and extra monetary support to our low-income families. For our students with disabilities, we connect with our sending schools and our local 14 high schools' administrators, learning support teachers, EL Teachers, and Supervisors of Special Education.

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)**

We have reviewed each email and survey response and determined that the stakeholders' top three concerns are social-emotional, clean indoor air quality and safety, and ensure that all students received high-quality instructional materials., We will ensure that everyone's voice is

heard and respond accordingly. We also meet regularly with our sending school districts and collaborate on how we can best support the needs of our students. The community members meet regularly on our Local Advisory Committee to establish ways to support the school as a whole. We will disseminate our strategies and ask for feedback from our stakeholders via the survey and any public comments. Input from our Joint Operating Committee (Board members) shaped the budgetary direction and our local business industries helped to shape the educational programs that we provide.

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)**

Once the CTC Plan for the Use of ARP ESSER Funds is completed with the input from our stakeholders, we will present it to our Joint Operating Committee for approval. Then we will upload the document to our public school website in English and Spanish at www.cmths.org.

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 |
|----------------|--|
| | <p>To improve the health and safety of our students and staff by improving the HVAC system in vital areas of the building. This includes air conditioning in the hottest industrial areas of the building. Central Montco Technical High School endeavors to make significant upgrades to our ventilation system. In partnership with the Central Montco Technical High School Health, the CMTHS Health and Safety Plan, recommendations by the County of Montgomery-Department of Public Health, and various vendors, CMTHS has formulated a plan for upgrades and additions to our current systems to meet and exceed the markers for a healthy environment as recommended by the CDC. We are addressing 4 main areas of concern for this improvement. Our Building Trades, Public Safety,</p> |

| Plan for Funds | Explanation |
|--|--|
| Facilities Improvements | Automotive Technology, and Collision Repair shops/classrooms. In each of these areas, ventilation is being served by older equipment that has begun to fail, leaving out students and staff in a precarious situation. Up to now we have mitigated any safety concerns with temporary equipment to clean and condition the air in those areas. However, must make permanent improvements that will serve the students and staff in such a way as to ensure a safe environment. In ARP ESSER Requirement “d.” of the Health and Safety Plan for Central Montco Technical High School, we identified “Cleaning and maintaining healthy facilities, including improving ventilation”. In the process of enacting the safety plan, it became apparent that more needed to be done to improve the ventilation in certain shop areas as outlined above. Involving state contract approved vendors, we have secured a plan for improving those area using new roof, package units which will provide much improved airflow to the shop areas. |
| Other, i.e summer school, extended day, and staffing | Hired a half-time (.5 FTE) Social-Emotional Counselor specifically for our critical students who are unable to function successfully in class due to SEL concerns. |
| Continuity of Services | Our school Student Success Team (similar to SAP) meets once a month to address student needs at all levels for all at-risk youth within our building. Student referral and interventions at this level are used to track success. |
| Access to Instruction | “Academic Task Force” was formed at the school to assess individual student academic progress within each CTE program, student level, and year (1st – 3rd). |
| Mitigation Strategies | We will continue to follow the CDC guidelines. Hand sanitizers, disinfecting wipes, and disinfecting fogging will remain in key points and in every classroom and office in the building. Separate entrances with specific directional signs are implemented and staged throughout |

| Plan for Funds | Explanation |
|--|---|
| | the parking lot and within the building. |
| Other, i.e summer school, extended day, and staffing | We will hold a summer program that involves current students and teachers teaching 7-9th grade students in career and technical programs. |

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 | Academic Task Force Student and Teacher learning loss surveys. All teachers are required to complete a Student Performance Measure template that includes data collection based on their five essential tasks by level. The improvement of the HVAC system to add air conditioning in the hottest areas with the most fumes and dust will allow for students to learn and breathe in a healthy air environment. It will also allow for students to learn in the summer months. We will collect data on the increase of summer enrollment and increase in our future CMTHS enrollment. |
| Opportunity to learn measures (see help text) | All our students will benefit from the Academic Task Force Student loss surveys as they will understand their strengths and areas of growth on each learning task. |
| Jobs created and retained (by number of FTEs and position type) (see help text) | We are hiring a half-time (.5 FTE) Social-Emotional Counselor to assist with the needed of our students' emotional well-being. |
| Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs) | All will have the opportunity to assist and learn with our summer career programs that include 7-9th grade students. |
| Impact of Student Social and Emotional Needs | Because of the high impact of our students social and emotional needs, we are hiring a half-time social-emotional counselor. |

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 |
|--------------------------|-----------------|---|
| | | In ARP ESSER Requirement “d.” of the Health and Safety Plan for Central Montco Technical High School, we identified “Cleaning and maintaining healthy facilities, including improving ventilation”. |

| Name of Proposed Project | Type of Project | Brief Description of Proposed Project |
|--------------------------|-----------------|--|
| HVAC Ventilation | Construction | <p>In the process of enacting the safety plan, it became apparent that more needed to be done to improve the ventilation in Building Trades, Public Safety, Automotive Technology, and Collision Repair shops/classrooms. Involving state contract approved vendors, we have secured a plan for improving those areas using the new roof, package units that will provide much-improved airflow to the shop areas.</p> |



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.cmths.org/>



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

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$458,375.00

Allocation

\$458,375.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

| Function | Object | Amount | Description |
|--|----------------|---------------------|--|
| 1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY | 100 - Salaries | \$132,810.00 | Social Emotional .5 FTE Counselor |
| 1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY | 200 - Benefits | \$45,155.00 | Social Emotional .5 FTE Counselor |
| 1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY | 100 - Salaries | \$45,000.00 | Bi-lingual support services to meet the needs of our English learners and families and underserved population. |
| 1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY | 200 - Benefits | \$5,410.00 | Bi-lingual support services to meet the needs of our English learners and families and underserved population. |
| | | \$228,375.00 | |

Section: Budget - Support and Non-Instruction Expenditures

BUDGET OVERVIEW

Budget

\$458,375.00

Allocation

\$458,375.00

Budget Over(Under) Allocation

\$0.00

SUPPORT AND NON-INSTRUCTION EXPENDITURES

| Function | Object | Amount | Description |
|--|----------------|---------------------|--|
| 4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES | 700 - Property | \$230,000.00 | HVAC Ventiation upgrade in four program areas in the building. |
| | | \$230,000.00 | |

Section: Budget - Budget Summary
BUDGET SUMMARY

| | 100 Salaries | 200 Benefits | 300 Purchased Professional and Technical Services | 400 Purchased Property Services | 500 Other Purchased Services | 600 Supplies 800 Dues and Fees | 700 Property | Totals |
|---|-------------------------|-------------------------|--|--|---|---|-------------------------|---------------|
| 1000 Instruction | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY | \$177,810.00 | \$50,565.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$228,375.00 |
| 1300 CAREER AND TECHNICAL EDUCATION | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 1400 Other Instructional Programs – Elementary / Secondary | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 1600 * ADULT EDUCATION PROGRAMS | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 1700 Higher Education Programs | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 1800 Pre-K | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 2000 SUPPORT SERVICES | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 2100 SUPPORT SERVICES – STUDENTS | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 2200 Staff Support Services | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |

| | 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 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 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 | \$230,000.00 | \$230,000.00 |
| | \$177,810.00 | \$50,565.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$230,000.00 | \$458,375.00 |
| Approved Indirect Cost/Operational Rate: 0.0000 | | | | | | | | \$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 | \$458,375.00 |