

**Federal ID: 251153531**  
**Federal Award Number: Various**  
**Federal Award Date: 3/13/2020**  
**Federal Award Agency: US Department of Education**  
**CFDA Number and Title: 84.425C ARP ESSER Set Asides**  
**Vendor Number: 0000144004**

Project #: FA-224-21-1220  
Agency: Lawrence County CTC  
AUN: 104374207  
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 Lawrence County Career and Technical Center located at 750 Phelps Way, New Castle, PA 16101, ("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 \$344,010.00. 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](http://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: Leonard Rich - Electronic Signature Date: 2/9/2022  
Title: Director  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Title: \_\_\_\_\_

**FOR THE COMMONWEALTH**

For the Secretary of Education: Susan McCrone - Electronic Signature Date: 4/9/2022  
Title: Division Chief

**APPROVED AS TO FORM AND LEGALITY**

Office of Chief Counsel: Patrick Lord - Electronic Signature Date: 4/20/2022  
Department of Education  
Office of General Counsel: \_\_\_\_\_ Date: \_\_\_\_\_  
Office of Attorney General: \_\_\_\_\_ Date: \_\_\_\_\_

Form Approval No. 6-FA-50.0

Comptroller: Donna Kohr - Electronic Signature Date: 5/3/2022

**Vendor Name: Lawrence County CTC**  
**Address: 750 Phelps Way, New Castle, PA 16101**  
**Fed ID #: 251153531**  
**Vendor #: 0000144004**

Grant Title	Funding Source	Project Number	CFDA Number	Allocation Amount	Award Amount
ARP ESSER CTC's 2.5% Set Aside	Federal	FA-224-21-1220	84.425C	\$344,010.00	\$344,010.00
ARP ESSER Set-Asides Consolidated	Federal	FA-224-21-1220	84.425C	\$0.00	\$344,010.00

**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?

	<b>Methods Used to Understand Each Type of Impact</b>
<b>Academic/Technical Impact of Lost Instructional Time</b>	The LCCTC will be benchmarking students to determine the impact of lost instructional time. Based upon the results of the benchmark, teachers will use the data to generate lessons. Students may receive remediation if they are below expected proficiency. Students may receive intervention if they are deficient in a particular skill.
<b>Chronic Absenteeism</b>	The LCCTC will be utilizing attendance information from SY 2020-2021. Based upon the data, students who were chronically absent and involved in our truancy program will participate in a truancy elimination plan. The administration, parent(s)/guardian(s), and student will meet to identify obstacles in attendance. Students will follow the agreed upon plan to remediate chronic absenteeism. Students who remain chronically absent will be referred to truancy court.
<b>Student Engagement</b>	The LCCTC will utilize the Peer Leadership Program to provide a student voice to the direction of the school. These students will provide feedback on the overall culture and atmosphere of the school. Students will be able to provide feedback utilizing approved social media. Based upon the communication between the leadership group representative of the student body and the administration, the school can continue to be a safe and welcoming place.
<b>Social-emotional Well-being</b>	The LCCTC will work in conjunction with the Lawrence County Human Services Center. Students who may be struggling with their social-emotional well-being will be referred. Each case will be assessed. Students may be referred to groups held by the school guidance counselor, school-based out patient services, referrals for outside counseling, or in severe circumstance possible in-patient services.
<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>

<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])	Students with identified exceptionalities faced particularly significant impacts from the pandemic. Some of these students struggled with remote learning. As we return to in-person learning 5 days per week, the LCCTC will utilize pre-testing in math and ELA to determine current ed levels. The instruction will be aligned to the goals and objectives of the IEP.
Children and youth in foster care	We had no students identified as foster students last year.
English learners	We had no students identified as EL.
Migrant students	We had no students identified as Migrant students.
Students experiencing homelessness	The LCCTC had a limited number of students identified as homeless. The LCCTC partnered with home schools to comply with McKinney-Vento. Moving forward, the LCCTC will partner with home schools to identify homeless students and ensure they have transportation, meals, clothes, appropriate instruction, etc. The students will be offered free meals. The students will be offered an opportunity to get clothes from a clothes closet sponsored by the school. The students will be referred to our Student Assistance Program administered by the guidance counselor.
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	The LCCTC is over 95% caucasian. Our black, hispanic, and multi-racial students will have the same opportunities as any other ethnic group. There will be no disparities in academic course offerings or selection of vocational shops.

### Reflecting on Local Strategies

3. Provide the CTC's assessment of the top strategy that has been most effective in supporting the needs of students, in particular specific student groups most impacted by the COVID-19 pandemic. Strategies two and three below are optional.

	Strategy Description
Strategy #1	The LCCTC will be benchmarking students to determine the impact of lost instructional time. Based upon the results of the benchmark, teachers will use the data to generate lessons. Students may receive remediation if they are below expected proficiency. Students may receive intervention if they are deficient in a particular skill.

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	

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.)

The Lawrence County CTC has engaged in meaningful consultation with stakeholders. We have utilized students, school leadership, teaching staff as well as leaders in local industry. We have also consulted with municipal and county leadership as well as OVR. Utilizing local committees such as the OAC, LAC, and PAC, the LCCTC had the opportunity to discuss with teachers, principals, other educators, and union membership. Consultation included those who work with students who have identified disabilities, members of the student assistance program which would entail children who may be identified as homeless or in foster care, or otherwise at risk. The LCCTC does not have any ELL, migrant students, children who are incarcerated or other tribes.

#### 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)**

In addition to a planning meeting for the set aside that included students, staff, community leaders, and leaders in our local economy, opportunity for input was also given at a public JOC meeting. Any attendee or member of the JOC could voice their input and that would be taken into account in the development of the CTC Plan for the Use of ARP ESSER Funds. As a result of consultation with representative groups (OAC, LAC, PAC, JOC, students, teacher, and other educators including those who work with students with identified disabilities, those who work with children identified as homeless), the LCCTC Plan for the use of ARP ESSER Funds was developed.

## **6. Public Access to LEA Plan for the Use of ARP ESSER Funds**

Describe the process for development, approval, and making public the CTC Plan for the Use of ARP ESSER Funds. The CTC Plan for the Use of ARP ESSER Funds must be made publicly available on the CTC website and submitted to PDE within 90 days of LEA receipt of ARP ESSER funding, must be written in a language that parents/caregivers can understand, and must be provided in alternate format upon request by a parent/caregiver who is an individual with a disability. **(3,000 characters max)**

The process for development, approval, and making public the final CTC Plan for the Use of ARP ESSER Funds will include planning meetings with stakeholders, followed by approval of the JOC, placing the plan on the website and submitted to PDE following JOC approval and receipt of funding. The language of our community is English. We have no ELL students.

**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	The CTC will use ARP ESSER funds to sustain services to address students' academic needs. The Lawrence County CTC will utilize a part-time technology coach. This coach will provide instruction and assistance to teachers and students. This position will explore instructional technology and create professional development for staff so they can better utilize that technology. In order to maintain continuity of service as well as provide coverage for instructor absence while attaining professional development, the LCCTC will contract with a 3rd party provider (Kelly SVCs.). The LCCTC will also contract with a technology support provider, in order to maintain the infrastructure and provide a consistent wifi as well as fix problems as they arise. The consistency of technology will

Plan for Funds	Explanation
	allow for a continuity of educational service.
Other, i.e summer school, extended day, and staffing	The CTC will use ARP ESSR funds to offer asynchronous curricular options including first-time instruction as well as credit recovery; including before, during, and after the school day. Credit recovery will also be available after the end of the regular school year. This program will need supplies enhancement of education and engagement of students.
Other, i.e summer school, extended day, and staffing	The CTC will use ARP ESSR funds to staff instructional technology support. This position/contractor will be responsible for the technological infrastructure upgrade and support need to be able to provide appropriate internet service and the like to the school. This program will need supplies enhancement of education and engagement of students.

**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>	The LCCTC will utilize Study Island Benchmark Testing as well as Pre-NOCTI information to gage student learning. These scores can be compared to pre-pandemic data. The LCCTC will then utilize the benchmark and pretest information to determine: one, a starting point for instruction, and two, a deficit when comparing pre-pandemic achievement to achievement during the pandemic. Any identified deficit in skills will need to be addressed during the instruction. Additional benchmarking will occur between the initial benchmark and the date of the administration of either a Keystone assessment or NOCTI assessment (written and performance).
<b>Opportunity to learn measures (see help text)</b>	By utilizing Keystone data, study island benchmark data, NOCTI data, and pre-NOCTI data, LCCTC will be able to conduct an equity analysis. Based upon the analysis, LCCTC can respond to the needs of all learners specifically those groups that traditionally underperform. For LCCTC, the groups that traditionally underperform are economically disadvantaged and those students identified with a specific learning disability. The LCCTC is approximately 75% economically disadvantaged and 33% identified with a specific disability. The LCCTC intends to utilize funds to distribute resources more equitably across schools within our LEA. Each student will have the opportunity to have an assigned chromebook. Also, LCCTC will provide funds for internet services in the home for those who struggle and do not have the service at their residence. The LCCTC will be able to strengthen multi-tiered systems of support. For example, in addition to our fulltime guidance counselor and a partnership with Human Services Center for a student support team and on site out-patient services, the LCCTC will utilize OVR and provide a layer of service to qualifying students to create a transition plan to the post-secondary world. The LCCTC has identified specific needs of children from low-income families, children with disabilities, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care Increasing opportunity to learn factors for underserved youth. Specifically, the LCCTC has offered Friday meals to go in order to ensure our students eat over the weekend, students with disabilities will continue to be placed in



	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>
	rigorous courses that meet the goals of their IEP and supported by certified special education teachers. The CTC will provide additional support to our homeless/foster care students including clothing, hygiene products, and meals.
<b>Jobs created and retained (by number of FTEs and position type) (see help text)</b>	Jobs will be retained as a result of the set aside money. The LCCTC will retain a halftime assignment for instructional coaching focusing on ELA pedagogy, content literacy, and student achievement. The LCCTC will also retain a halftime assignment for technology integration coach. The technology integration coach will prepare professional development, model technological integration in the classroom, and provide individual and small group assistance to other professionals in order to expand their instructional technological toolbox.
<b>Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)</b>	Credit recovery will be funded by ARP ESSER resources. The LCCTC will contract with an asynchronous program provider (Edgenuity). This asynchronous program will be available to students before and after school as well as in the summer. This program will provide credit recovery opportunities.
<b>Impact of Student Social and Emotional Needs</b>	The LCCTC will address the impact of student social and emotional needs through the guidance department. In addition to a fulltime guidance counselor, the LCCTC will partner with the Human Services Center of Lawrence County to operate a student assistance program and the opportunity for out-patient services to be performed at the center.

**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.**

<https://static1.squarespace.com/static/5a707ed890bcce204deb229f/t/6202b3f4f0d7c044171149f7/1644344308961/LCCTC+Health+%26+Safety+Plan+12162021.pdf>



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

**Section: Budget - Instruction Expenditures**

**BUDGET OVERVIEW**

**Budget**

\$344,010.00

**Allocation**

\$344,010.00

**Budget Over(Under) Allocation**

\$0.00

**INSTRUCTION EXPENDITURES**

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$92,022.50	Instructional Technology Coach and Content Literacy Coach salaries for the 21-22 school year and Tech Coach for 22-23, 23-24.
1000 - Instruction	200 - Benefits	\$46,355.90	Instructional Technology Coach and Content Literacy Coach benefits for the 21-22.and Tech Coach for 22-23, 23-24
1000 - Instruction	300 - Purchased Professional and Technical Services	\$90,000.00	License to provide cyber services to students at home and for credit recovery for the 22-23 and 23-24 school years.
1000 - Instruction	300 - Purchased Professional and Technical Services	\$25,631.60	Outside teachers services to provide teachers withsupport when they are absent and coverage for professional

Function	Object	Amount	Description
			development.
1000 - Instruction	600 - Supplies	\$10,000.00	Supplies for enhancement of education and engagement of students. No individual supply shall exceed \$1,500.
		<b>\$264,010.00</b>	

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

**BUDGET OVERVIEW**

**Budget**

\$344,010.00

**Allocation**

\$344,010.00

**Budget Over(Under) Allocation**

\$0.00

**SUPPORT AND NON-INSTRUCTION EXPENDITURES**

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$80,000.00	Contracted Technology Support Services for the 22-23 and 23-24 school years.
		<b>\$80,000.00</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>	\$92,022.50	\$46,355.90	\$115,631.60	\$0.00	\$0.00	\$10,000.00	\$0.00	\$264,010.00
<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>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<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	\$80,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$80,000.00



	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	\$0.00	\$0.00
	\$92,022.50	\$46,355.90	\$195,631.60	\$0.00	\$0.00	\$10,000.00	\$0.00	\$344,010.00
<b>Approved Indirect Cost/Operational Rate:</b>								<b>\$0.00</b>

	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	\$344,010.00

## **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.