Section: Narratives - Program Description

Introduction

Under the Governor's Emergency Education Relief (GEER) funds towards Continuity of Education for Career and Technical Centers Grants (GEER II Continuity of Education for Career and Technical Centers Grants), the Pennsylvania Department of Education (PDE) awards grants to Career and Technical Centers (CTCs) to address the impact that Novel Coronavirus Disease 2019 (COVID-19) has had, and continues to have, on CTCs across the state.

The GEER II Continuity of Education for Career and Technical Centers Grants must support effective continuity of education programs such as mitigation efforts, continuity of education, summer and other expanded programming, and industry credential assessments for students enrolled in CTCs negatively impacted by COVID-19 mitigation efforts.

*GEER II Continuity of Education for Career and Technical Centers Grants funds are not Perkins/Title I funds and as such, are not subject to Perkins/Title I rules.

1. Please explain how the CTC will determine its most important educational needs as a result of COVID-19. (3000 characters max)

The Central PA Institute of Science and Technology (CPI) will determine its most important educational needs as a result of COVID- 19 in several ways. During the Spring of 2021, the CPI Leadership Team met with each of the instructional staff to determine their individual classroom and lab needs as a result of teaching in-person and/or remotely on any given day during the pandemic. These discussions entailed the challenges associated with the constant use of technology as well as the instructional practices that they utilized. The CPI Leadership team met with students to determine how they felt about the 2020-2021 school year with an emphasis on the following: areas in need of improvement for themselves and from an instructional standpoint, issues with technology, attendance, what they needed if the 2021-2022 school year was similar to the current year, and CPI's response to the pandemic and quarantining students. Many of the instructors have talked with parents throughout the year regarding their experiences and what they witnessed as being the biggest challenges to their student's career and technical education during school closures. During the spring virtual OAC meetings, each of the CPI instructors discussed the school year, remote learning, hands-on experiences, credentialing, and workforce needs to determine additional educational needs. The OAC's offered suggestions regarding what they saw as immediate needs for the students as a result in the way the world of work currently looks. Teachers will continue to monitor student progress and outcomes to determine where specific remediation efforts are needed in order to ensure students are prepared to enter the workforce. Pre-Nocti and Nocti scores will be compared to past years in each program area to determine areas in need of improvement. Formal and informal classroom assessments will be used to determine the educational needs of our students as a result of COVID-19. The CPI Pandemic Team will

continue to meet to further discuss the needs of the school on a daily basis. CPI will continue to participate in PACTA events and meetings to learn what other schools are doing to overcome barriers to learning. A continued dialog with other CTC Leaders and Instructors will provide additional information regarding the educational needs of students and effective ways to overcome the challenges that we face. The CPI Leadership team will review the input received from each of the stakeholder groups mentioned above and work directly with the instructional staff to provide them with the resources they need to offer the best career and technical education possible regardless of the circumstances that face us.

2. Please explain the CTC's proposed timeline for providing mitigation efforts, continuity of education, summer and other expanded programming, and industry credential assessments for students. (3000 characters max)

CPI expects to continue mitigation efforts from loss of instruction due to the pandemic throughout the 2021-2022 school year. All instructors have already moved much of their theory into Google Classroom and will continue to provide this information to the students as homework or in the evenings so that additional time can be spent in the lab area working on the hands-on skills missed as a result of remote learning and quarantine challenges. Instructors will provide online credentialing opportunities to all students throughout the summer of 2021 and will continue offering extra opportunities for credentialing during school and non-school hours in the 2021-2022 school year. Evening hours may be provided during the 2021-2022 school year to assist students with missed instruction or additional credentialing opportunities. While this time will not be counted and is not mandatory, this will allow many students the opportunity to make up for missed time. As appropriate, credentialing for high school students may be provided through adult education classes scheduled in the evenings. The CPI instructional staff is ready to provide online instruction each day as determined by our rolling positive case count. The information learned from sporadic and immediate school closures during the 2020-2021 school year will be used to adjust instructional strategies as necessary for the next school year. Students will be provided ongoing opportunities for additional time to earn certifications and improve the hands-on skills that they need for success in the industry during their three years at CPI.

3. Please explain the extent to which the CTC intends to use GEER II Continuity of Education for Career and Technical Centers Grants funds for effective continuity of Career and Technical Education (CTE) programs. (3000 characters max)

CPI intends to use GEER funds for effective continuity of CTE programs in the following ways. Instructors need additional/newer technology in order to provide more effective online instruction related to hands-on learning. CPI hopes to purchase more access points to ensure that our network is fully operational at all times and in all areas. This will provide better access to instructors so they can move around their labs and provide hands-on demos during remote learning/times of quarantine. We hope to purchase new laptops for staff members and students in need of newer equipment so they more efficiently complete their work. Pandemic-related issues have negatively impacted the mental health of our students and staff. Attendance was lower this school year than in the past 10 years and the number of mental health referrals to outside agencies was as high as it has been at CPI. There is a need to offer

support services beyond what our School Counselor can offer. We need to contract with local agencies to provide needed mental health services at CPI on a part-time, as-needed basis rather than hiring a full-time person. This consultant could offer services to both our students and staff when necessary and provide direct access to additional services outside of the school setting. Providing mental health presentations during the 21-22 school year will be beneficial in helping students with attendance, emotional, and discipline-related issues. As part of this grant, CPI would like to provide additional, no cost certification/credentialing opportunities to students to help with the learning gaps that occurred because of the pandemic. Teachers can offer additional certifications requested by industry and enable students to complete these outside of the normal school day to supplement/enrich their skill set. As we continue to fight the spread of Covid-19, it is important for CPI to add touchless faucets and flush systems to every restroom. Many of our fountains need upgraded to touchless systems. This grant would allow us to reopen all of our public fountains. This will provide staff and students with a healthier and safer environment. Heat wheel motors and damper actuators are needed to allow more fresh air in and out of our buildings each day. The current system is needs updated to provide clean air to the building more often throughout the day. Grant funds would be used to purchase and install a doorbell access system for entry to the main office suite. This would allow almost touchless entry to the offices while providing a secure environment. The newly created Nurse's Suite is in need of more pandemic-related supplies. PPE items and an otoscope are needed to provide proper care to students in a safe manner. Finally, students leave their uniforms at CPI instead of taking them home to clean. This change in policy due to the pandemic makes it necessary to buy commercial washers and dryers to cleaning student uniforms in a controlled environment.

4. Please describe how the CTC intends to assess and address student learning gaps resulting from the disruption in CTE services. (3000 characters max)

CPI will evaluate the learning gaps experienced by students in several ways. Instructors and instructional assistants will work individually with students to update tasks lists based on the work that they completed during the 2020-2021 school year. The information on each task list will then be used to evaluate the immediate learning that needs to occur as a result of ongoing school closures throughout the year. Students will be asked to perform review tasks and assignments to check for understanding and to ensure that students retained important information for their chosen program of study. Pre-Nocti and Nocti scores will be compared to past years to further assess the learning gaps of our third and fourth year students. Areas in need of improvement and/or review will be addressed immediately after each program completes their safety unit at the start of the school year with theory lessons moved to Google Classroom for outside work using a flipped classroom approach. Informal and formal classroom assessments will be used to determine other areas where learning gaps occurred for students. Instructors will be asked to review student certifications to determine those students who have an immediate need to receive instruction to receive a credential that they were not able to earn at the as a result of school closures or quarantine issues. In addition to a flipped classroom approach, additional hours will be provided to students as necessary and appropriate to address student learning gaps. This extra time will help students earn credentials, ensure they have the skills necessary to enter the workforce, and overcome the learning gaps that they continue to experience as a result of COVID-19. OAC members working in the industry have been asked to mentor students during the summer of 2021 and

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throughout the 2021-2022 school year to help students overcome the learning gaps that they have experienced. This will provide students with additional instruction and guidance from an industry expert along with the instruction provided by their program area teacher. OAC members will be asked to visit the school, offer guidance and instruction, mentor students in the workplace through job shadowing and internship experiences, and provide industry information to them via Google Classroom and Zoom opportunities when the school opens to visitors in the Fall of 2021. Finally, all instructional assistants and available support staff will be used to supplement instruction in each of the 17 program areas at CPI to help students overcome the learning gaps experienced in the spring while helping each of the instructors provide more one-on-one support to students in the most need.

5. Please describe the CTC's proposed procedures for evaluating local COVID-19 impacts in relation to CTE programming and delivery. (3000 characters max)

Areas of emphasis should include:

- Documenting learning loss associated with extended school closure; and
- Outlining actions to assist students to earn industry credentials; and
- Detailing supports for vulnerable student populations and families.

Learning loss from school closures will be evaluated in several ways. More specifically, student task lists will be assessed on an individual basis throughout the year to determine the items in the program that are not being covered as a result of school closures and remote learning. The number and type of certifications earned by students will be evaluated and compared to previous years to determine further learning loss. Employers will be surveyed regarding students who they employ during and after the pandemic to determine areas in need of improvement from a real-life workforce perspective. Instructors will work with each student on an individual basis to determine areas in need of improvement and to establish independent educational plans for ensuring each student is prepared to enter their chosen career. Administrators and instructors will meet with students to gauge the impact of the school closure on their career and technical education. Often, schools make decisions without including the students. Students can be our best resource for determining the educational, social, and emotional learning loss that they experienced from a closure. Students will be provided opportunities to earn industry credentials while school is in session and through online platforms as available and appropriate. Opportunities outside of the regular school day will be provided to students in order to earn the necessary credentials while receiving additional support on tasks where improvement is needed. It is expected that instructors will work in their classrooms and labs during school closures so that they can provide instruction to students using an environment that they know and understand. The instructors are available for students each school day and provide up to two hours of daily instruction to students even if there is a need to close school. Students who need extra support will have the opportunity to work one-on-one with their instructor during closures if it is permissible to do so. Instructors are willing to work with students both in the school setting and at their homes during school closures as long as safety measures can be followed. Support staff will be available to assist students with technological needs. Transportation may be provided to students who lack access to technology and do not have a ride to a location where they can complete online work as necessary and appropriate. Instructional assistance will be provided

in the school setting as well to those students in need. This will allow students to work one-on-one with a qualified individual to learn the information that may be missing from the career and technical education skill and knowledge base.

6.Please describe the CTC's core set of strategies that will be used to guide local investment of GEER II Continuity of Education for Career and Technical Centers Grants funding, associated with short-range (*i.e. spring/*summer 2021) and long-range (2021-22 school year) timelines. (3000 characters max)

These strategies may entail the establishment, scale-up, refinement, or evaluation of remote learning, as well as strategies for school-based teaching and learning responsive to conditions related to COVID-19. CTCs will be asked to outline how limited, one-time GEER II Continuity of Education for Career and Technical Centers Grants funding may support these initiatives and how GEER II Continuity of Education for Career and Technical Centers Grants funding might interact with other federal funding to ensure strategic and sustainable use of one-time funds.

CPI's core set of strategies that will be used to guide the local investments of funding for instruction are centered on providing students with as much hands-on technical education as possible which includes industry credentials important to employment. These strategies are a refinement of the both the hands-on, in-person, and remote learning provided during the 2020-2021 school year. The CPI Leadership team believes that it is imperative to provide theory instruction to students using an online platform so as much hands-on work can be done while students are physically attending school as possible. Instructors have been asked to refine their remote instruction to include additional teacher-led demonstrations, virtual tours and field trips, teaching to students in-person as well as those quarantined at home, and hands-on practice by students at home while instructors monitor progress remotely. Instructors will focus on credentialing and completing base competencies while students are in school and have direct access to the instructor and the resources present in the classroom/lab. All work that can be done remotely will be done as homework or during virtual learning as necessary and appropriate. Students will be graded for all of the work that they do both in-person and virtually. Instructors have been asked to ensure that they have ebooks available for their classes as well as other appropriate technology and software applications necessary to offer effective career and technical online instruction. Further, instructors have been asked to record their own lessons for students to watch remotely as necessary and appropriate. This allows instructors to teach core concepts the way that they are comfortable with and in a setting that students know and understand. If students cannot be physically present to learn, it is important to provide them with as much stability as possible. These strategies are a refinement of what was offered throughout the current school year. We were able to assess the learning that was provided and institute additional ways to teach students in the classroom and remotely; teachers have learned to be more creative in the virtual setting. This grant will be used to purchase materials, supplies, technology, and professional services that are one-time purchases to ensure a continuity of services as well as mental health supports to faculty, staff, and students. While grant funding was received from the initial GEER grant, the challenges of this school year have provided on ongoing assessment of the areas where CPI is still in need of additional materials, technology, supplies, equipment and support. This grant would be used to purchase these identified items to ensure we are providing an effective

career and technical education regardless of the learning environment in which students must learn.

7. Please describe specific plans, measures, and longer-term evaluative strategies concerning student learning gaps -as well as opportunities to earn industry credentials - stemming from COVID-19. (3000 characters max)

CPI will closely monitor both formal and informal assessments of all students enrolled in each of the 17 program areas. Pre-Nocti, Nocti, and NIMS scores will be evaluated and compared to past years. The number of students participating in Cooperative Education as well as the grades and assessments received from employers will be closely monitored and compared to past evaluations. This will help determine learning gaps as recognized by our employers who have worked with past students. Monitoring student placement after high school as well as 1, 2, and 3- years out will measure learning gaps that were caused as a result of COVID-19. Student credentials and certifications will be closely monitored to evaluate instruction and areas where students missed educational opportunities. Student and parent surveys will be used to evaluate how our educational stakeholders felt while they were attending school and when they entered the workforce of postsecondary education. This will help determine if they felt ready compared to other students and where they felt additional learning was needed. Continued enrollment by CPI graduates in our post-secondary programs will be another indicator showing if students felt the need for more instruction before entering the workforce. As these students are identified at the end of their final year, supplemental summer programs may be offered at no-cost before students must spend extra money on tuition after high school. It would be the desire to help these students gain the missing credential/certifications while filling-in their learning gaps without the need for an extra year of instruction. Students will be able to complete certifications using evening, weekend, and summer hours to ensure they have the necessary credentials to be successful in the workforce. Student task lists will closely be monitored for 2nd and 3rd year students to ensure they are able to make up the competencies missed as a result of school closures. When instructors and students determine that additional time is needed, individualized instruction will be provided by the teachers or instructional assistants to get the students the skills they need for success. Finally, the CPI Leadership will team with work with the student ambassadors each month to closely monitor the needs of the student body during both virtual and in-person education. This will allow an open dialog to ensure that students are receiving the educational and emotional support they need for future success.

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Section: Narratives - Allowable Usage of Funds

1. Check the box before each intended acceptable use classification your CTC is applying to use GEER II Continuity of Education for Career and Technical Centers Grants funds to support. **See help text for example.**

For additional information on cleaning and sanitizing your CTC, please visit the following resources:

CDC - Disinfectant Decision Tool website

CDC - Cleaning Guide website

☐

1.Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.

☐

2.Providing directors and other CTC leaders with the resources necessary to address the needs of their individual CTC. See help text for example.

☐

3.Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

☐

4.Developing and implementing procedures and systems to improve the preparedness and response efforts of CTCs. See help text for example.

☐

5.Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases. (For helpful tips on cleaning and sanitizing your CTC, please visit CDC's website, links are provided in the question text above.) **Purchases of Personal Protective Equipment (PPE) are allowable.**

☐

6.Purchasing supplies to sanitize and clean the facilities of a CTC, including buildings operated by such center.

☐

7.Planning for and coordinating during long-term closures, including how to provide technology for online learning to all students, and how to ensure CTE services can continue to be provided consistent with all Federal, State, and local requirements.

☑

8.Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the CTC that aids in regular and substantive CTE interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

☑ **9.Providing mental health services and supports.**

☐

10.Planning and implementing activities related to summer learning, industry credentialing and supplemental afterschool programs. Including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

☑

11.Other activities that are necessary to maintain the operation of and continuity of services in CTCs.

☑

12.Activities that aid CTE high school graduates in completing industry credentials aligned to high-need occupations and life-sustaining services, as well as short-term CTE training.

2. Based on your selections in question # 1, please complete the table by identifying categories of usage, and providing a description of how your CTC will utilize the funds. Note: No more than 1000 characters per line item.

a. *Objective* – From the drop-down list choose each of the objective(s) selected above.
b. *Activities* – List the specific activities for which funding is being requested and will accomplish the chosen objective. Include where the activity will take place and the timeline.
c. *Products* – List the specific **statewide** products that will be available due to this grant and describe how the products will be disseminated.
d. *Funds* – Identify the funds that will be used to complete each activity. **Note: the total funds within the action plan (table below) must add up to the total amount of the budget, minus any indirect costs. Use whole dollar amounts.**

Objective	Activities Description (1000 characters max)	Building/Location	Timeline	Products/Items (1000 characters max)	Amount
Instructional-Providing Mental Health Services	Provide mental health presentations and assemblies to students and staff.	CPI	March 1, 2021 to June 30, 2022	Contract with organizations such as NAMI, Minding Your Mind, and The Mental Wellness Awareness Association to provide in-person presentations to students and staff.	$4,000
Non-Instructional-Providing Mental Health Services	Provide mental health services using consultants and local social service agencies to meet the needs of the students enrolled at CPI	CPI	March 1, 2021 to June 30, 2022	Contract with various mental health counseling and consultant services from Centre and surroungind counties.	$4,000
	Purchase				

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Objective	Activities Description (1000 characters max)	Building/Location	Timeline	Products/Items (1000 characters max)	Amount
Instructional-Purchasing Educational Technology	educational supplies, software, and technology to meet the instructional needs appropriate for in-person and remote learning.	CPI	March 1, 2021 to June 30, 2022	WiFi Access Points; Installation materials; Licensing Fees; and Laptops	$61,000
Non-Instructional-Other Activities that are Necessary to Maintain the Operation of and Continuity	Purchase the necessary equipment, materials, software, and supplies related to technology to update and upgrade the devices used in the administrative offices and by non-instructional staff.	CPI	March 1, 2021 to June 30, 2022	Laptops; Software upgrades, and peripherals.	$14,000
Instructional-Completing Industry Credentials Aligned to High-Need Occupations	Provide CPI students with as many credentialing and certification opportunities as possible at no-cost to the student to better prepare them for high-	CPI	March 1, 2021 to June 30, 2022	Certification and credentialing costs, fees, and supplies.	$4,000

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Objective	Activities Description (1000 characters max)	Building/Location	Timeline	Products/Items (1000 characters max)	Amount
	need, life sustaining occupations.				
Non-Instructional-Other Activities that are Necessary to Maintain the Operation of and Continuity	Purchase medical supplies to be used in the nurse's suite, by the Covid Screening Team, and for pandemic related purchases.	CPI	March 1, 2021 to June 30, 2022	Digital thermometers, face shields, googles, disposable gloves,disinfecting wipes, gowns, otoscope, and soap.	$4,000
Non-Instructional-Other Activities that are Necessary to Maintain the Operation of and Continuity	Purchase touch-free systems and supplies for public restrooms and fountains.	CPI	March 1, 2021 to June 30, 2022	Touchless faucets, touchless flush valves, and touchless bottle water fountains.	$20,000
Non-Instructional-Other Activities that are Necessary to Maintain the Operation of and Continuity	Install a touchless remote access system to the administrative office.	CPI	March 1, 2021 to June 30, 2022	Doorbell, latch system, lock, switch, and wiring.	$3,500
Non-Instructional-Purchasing Supplies to	Repair heat wheels and damper motors to ensure fresh air is available in all	CPI	March 1, 2021 to June 30,	Heat wheel motors, damper	$16,500

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Objective	Activities Description (1000 characters max)	Building/Location	Timeline	Products/Items (1000 characters max)	Amount
Sanitize and Clean the Facilities	classrooms, labs, and hallways. Install UV light into RTU supply air.		2022	actuators	
Non-Instructional-Other Activities that are Necessary to Maintain the Operation of and Continuity	Purchase commercial washer and dryers for use in labs where it is essential to maintaing uniform cleanliness for safety and health-related issues.	CPI	March 1, 2021 to June 30, 2022	Commercial washers, commercial dryers, and extraction washer.	$14,879
Instructional-Planning for and Coordinating During Long-Term Closures	Provide teacher stipends for time used to prepare for long-term closures including online curriculum implementation, virtual assessments and evaluations, and online student monitoring.	CPI	March 1, 2021 to June 30, 2022	Teacher Stipends	$10,000
					$155,879.00

Section: Narratives - Risk Assessment

The State must conduct a risk assessment during the pre-award process to evaluate an applicant's ability to execute the program for which they are applying and may assign specific additional conditions within the grant award to develop the applicant's ability to deliver and/or administer the grant program. Risk factors that will be considered include, but are not limited to, the following: previous non-compliance; any major issues; correction of previous findings; new personnel; substantial system changes (e.g., grant accounting system); new grant recipient; and results of any federal monitoring with specific conditions required.

Risk Assessment is a process to identify potential problems that could lead to risks in the accountability, fiscal accounting, and grant operation.

The following questions will assist with the evaluation of the applicant's risk level for the future pre-award process:

1. Has there been a new Director in the past two years?

No

2. If so, provide contact information for Director/Superintendent.

3. Has there been a new Business/Fiscal Manager in the past two years?

No

4. If so, provide contact information for the Business/Fiscal Manager.

5. Were there any Single Audit findings in the past two years?

Yes

6. If so, identify the finding and indicate if it has been corrected or provide a detailed explanation as to why it has not been corrected.

Deficiency in June 2019 audit relating to Gramm-Leach-Biley Act regarding Information Security assessment and implementation securing non-public personal information (PII). CPI responded with a Corrective Action Plan indicating some of the issues had already been corrected and that the school would be in compliance by June 30, 2020. Auditors approved the response and action plan.

Section: Narratives - Fund Assurances

GEER II Continuity of Education for Career and Technical Centers Grants Fund Assurances

CTCs receiving GEER II Continuity of Education for Career and Technical Centers Grants funds will provide equitable services to students and teachers in CTE as required.

1. CTCs that receive GEER II Continuity of Education for Career and Technical Centers Grants funds will complete quarterly reports, including the following data.

- The total amount of funds received, the amount spent or obligated for each project or activity,
- A detailed list of all projects or activities supported with GEER II Continuity of Education for Career and Technical Centers Grants funds including:
- Name
- Description
- Estimated number of jobs created or retained (where applicable)
- Detailed information on subcontracts and subgrantees, including Federal Funding Accountability and Transparency Act (FFATA) data elements, as prescribed by the Office of Management and Budget (OMB).

Yes

2. CTC will, to the greatest extent practicable, continue to compensate its employees and contractors during the period of any disruptions or closures related to COVID-19 in compliance with GEER II Continuity of Education for Career and Technical Centers Grants. In addition, each entity that accepts funds will continue to pay employees and contractors to the greatest extent practicable based on the unique financial circumstances of the entity. GEER II Continuity of Education for Career and Technical Centers Grants funds will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID- 19.

Yes

3. The CTC will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

Yes

4. CTC maintains inventory records, purchase orders and receipts for equipment (over $5,000) purchased and Computing Devices and Special Purpose Equipment ($300 - $4,999) and will conduct a physical inventory every two years.

Yes

5. The CTC will comply with all reporting requirements, including those of the GEER II Continuity of Education for Career and Technical Centers Grants, and submit required quarterly reports to the Secretary at such time and in such manner and containing such information as the Secretary may subsequently require. (See also 2 CFR 200.327-200.329). The Secretary may require additional reporting in the future, which may include: the methodology CTCs will use to provide services or assistance to students and staff in CTCs, the uses of funds by the CTCs or other entities and demonstration of their compliance with Section 18003(d), such as any use of funds addressing the digital divide, including securing access to home-based connectivity and remote-use devices, related issues in supporting remote learning for all students, including disadvantaged populations.

Yes

6. Any CTC receiving funding under this program will have on file with the State Education Agency (SEA) a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20U.S.C. 1232e).

Yes

7.To the extent applicable, a CTC will include in its local application a description of how the CTC will comply with the requirements of section 427 of GEPA (20 U.S.C.1228a). The description must include information on the steps the CTC proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.

Yes

Section: Budget - Salaries

Display a read-only table showing total budget and allocation amounts.

Budget

$155,879.00
Allocation
$155,879.00

Budget Over(Under) Allocation

$0.00

Function	Object	Position Title	Indicated # of Positions	GEER II Funded	Amount
1000 - Instruction	100 - Salaries	CTC Instructor Stipends - total of 377 hours	20	Hourly	$10,000.00
			20.00		**$10,000.00**

Section: Budget - Benefits

Display a read-only table showing total budget and allocation amounts.

Budget

$155,879.00

Allocation

$155,879.00

Budget Over(Under) Allocation

$0.00

Create a question with answer fields that collect object/function amounts.

Function	Object	Amount
		$
		$0.00

Section: Budget - Purchased Professional and Technical Services

Create a question with answer fields that collect object/function amounts.

Function	Object	Building / Location	Activities Description (copy and paste from Allowable Usage of Funds)	Amount
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	CPI	Contract with organizations such as NAMI, Minding Your Mind, and The Mental Wellness Awareness Association to provide in-person presentations to students and staff. and contract with various mental health counseling and consultant services from Centre and surroungind counties.	$4,000
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	CPI	Contract with various mental health counseling and consultant services from Centre and surroungind counties.	$4,000
				$8,000.00

Section: Budget - Purchased Property Services

Create a question with answer fields that collect object/function amounts.

Function	Object	Building / Location	Activities Description (copy and paste from Allowable Usage of Funds)	Amount
				$
				$0.00

Section: Budget - Other Purchased Services

Create a question with answer fields that collect object/function amounts.

Function	Object	Building / Location	Activities Description (copy and paste from Allowable Usage of Funds)	Amount
				$
				$0.00

Section: Budget - Supplies

Create a question with answer fields that collect object/function amounts.

Function	Object	Building / Location	Products / Items (copy and paste from Allowable Use of Funds section, 1000 characters max)	Amount
1000 - Instruction	600 - Supplies	CPI	WiFi Access Points; Installation materials; Licensing Fees; Laptops; Software upgrade, and Peripherals. No single items costs $1,500 or more.	$75,000
2600 - Operation and Maintenance	600 - Supplies	CPI	Digital thermometers, face shields, googles, disposable gloves,disinfecting wipes, gowns, otoscope, and soap. No single items costs $1,500 or more.	$4,000
1000 - Instruction	600 - Supplies	CPI	Certification and credentialing costs, fees, and supplies. No single items costs $1,500 or more.	$4,000
			Touchless faucets,	

Function	Object	Building / Location	Products / Items (copy and paste from Allowable Use of Funds section, 1000 characters max)	Amount
2600 - Operation and Maintenance	600 - Supplies	CPI	touchless flush valves, and touchless bottle water fountains. No single items costs $1,500 or more.	$20,000
2600 - Operation and Maintenance	600 - Supplies	CPI	Doorbell, latch system, lock, switch, and wiring. No single items costs $1,500 or more.	$3,500
2600 - Operation and Maintenance	600 - Supplies	CPI	Heat wheel motors and damper actuators. No single items costs $1,500 or more.	$16,500
2600 - Operation and Maintenance	600 - Supplies	CPI	3 Washer and Dryer Sets. No single items costs $1,500 or more.	$4,244
				$127,244.00

Section: Budget - Equipment

Create a question with answer fields that collect object/function amounts.

Function	Object	Building / Location	Products / Items (copy and paste from Allowable Use of Funds section, 1000 characters max)	Amount
2600 - Operation and Maintenance	700 - Property	CPI	1 Dexter 40lb Washer and mounting base	$10,635
				$10,635.00

Section: Budget - Indirect Cost

Create a question with answer fields that collect object/function amounts.

Function	Object	Amount
		$
		$0.00

Section: Budget - Budget Summary (view only)

Display a read-only detailed table showing totals by function/object codes.

	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	$10,000.00	$0.00	$0.00	$0.00	$0.00	$79,000.00	$0.00	$89,000.00
2100 SUPPORT SERVICES – STUDENTS	$0.00	$0.00	$8,000.00	$0.00	$0.00	$0.00	$0.00	$8,000.00
2200 Staff 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	$48,244.00	$10,635.00	$58,879.00
2700 Student Transportation	$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
	$10,000.00	$0.00	$8,000.00	$0.00	$0.00	$127,244.00	$10,635.00	$155,879.00
				Approved Indirect Cost/Operational Rate: 0.0000				$0.00
				Final				$155,879.00