

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	NOCTI results, grade achievement, task list completion, OAC evaluation on curriculum during meetings, Perkins Performance Indicators relating to all indicators of performance
Chronic Absenteeism	Data analysis of monthly attendance records, Year to Date attendance records (Year over year), records by campus and success of attendance and retention efforts
Student Engagement	Attendance, co-op participation, supplemental program participation, focus groups for particular demographics
Social-emotional Well-being	Referrals to Student Assistance Programs; Participation in off-site SEL program; visits to School Counselors and Mental Health Therapists in the school
Other Indicators	

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
English learners	Employed new EL Specialist to meet needs and help students; track needs of students and upcoming enrollment demographics to determine the need for additional EL support via Specialist or bi-lingual Instructional Assistant; use of Academic Remediation Specialists to tutor, coach and advise students
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	Leveraged funding to hire a consultant to study the impact on non-traditional students; initiated support clubs that meet during the CTE day
Migrant students	Continue work with the CCIU Migrant Education program to ensure students are identified and receiving appropriate supportive services to attend the career and technical program; use of Academic Remediation Specialists
	Encourage the use of and track data for the Financial Need Application sponsored by the school to pay for

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Students from low-income families	program supplies or dual enrollment; support the reporting policies of the food service division in order to report students in need of free and reduced lunch; partner with local foundation to support applications for students to earn funds for post-secondary pursuits
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	Engaged a diversity, equity and inclusion committee at the building level to study disproportionate opportunities and needs of students; survey results are pending; continue use of School Climate committees and survey data to author an Action Plan
Children and youth in foster care	Continue work with LEAs to ensure students are identified and receiving appropriate supportive services to attend the career and technical program
Students experiencing homelessness	Reviewed data collection and reporting with CCIU Homeless Program Manager; ensure students are identified and receiving appropriate supportive services to attend the career and technical program
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	Use of Learning Support teachers to: identify student needs, assist teachers to make pedagogical changes to support student learning, Co-teach in classrooms and labs; Use of academic remediation specialists to tutor, coach, advise and remediate technical and academic skills

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	Use of Academic Remediation Specialists to improve student learning outcomes and make up for learning loss; students with barriers to attendance and disabilities most impacted

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	Use of Mental Health Specialist to navigate Student Assistance teams and engage all supports for students internally and in the community

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 Chester County Technical College High School (TCHS) has a dedicated team of stakeholders that align to the Perkins Stakeholder Committee and the Comprehensive Local Needs Assessment Planning Committee. This committee engages all ARP ESSER required groups. While the TCHS administration has identified the first draft of funding, this group of Stakeholders will review the planned ARP ESSER expenditures and will participate in conversation around the likelihood of success, alternative methods of expending funds or ways they can become involved further to help procure student success. In a way to establish any good advisory committee, a wide net is cast of those who would be stakeholders to this effort. Over 125 stakeholders are invited to the meetings and those who attend are presented with funding options and provide input to the critical expenditures and needs of students. A conversation will provide administration with direction on the use of funds suggested by the committee.

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)**

This combined stakeholder group will identify strategies and impact for all affected student groups to ensure consistent engagement for underclassmen leading to more proficient outcomes in academic/technical skill and task list completion, at minimum. The ARP ESSER plan will be published on the CTC website and will include a means for the public to comment on the plan via electronic submission. A recorded overview video presentation will be included to ensure complete understanding of all viewers/readers. To ensure all stakeholders' views and input are considered, a mail in method and phone number will be published as well.

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 TCHS Plan for the Use of ARP ESSER Funds will be made publicly available on the TCHS website and submitted to PDE within 90 days of receipt of ARP ESSER funding, will be written in a language that parents/caregivers can understand, and will be provided in alternate format upon request by a parent/caregiver who is an individual with a disability. Feedback on the plan will be made via electronic submission, postal submission or via phone. All CCIU/TCHS websites are ADA compliant and any requested accommodations will be met.

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	Pay salaries and benefits for the Academic Remediation professionals for SY 21/22, 22/23, 23/24 to monitor and remediate student academic and technical skill progress - this will provide services to students to mitigate learning loss during the pandemic
Continuity of Services	Pay salary and benefits for the Mental Health Specialist for SY 21/22, 22/23, 23/24 to oversee Student Assistance Programs at the campuses and engage with internal resources and community resources to meet students' physical and emotional/mental health needs
Access to Instruction	Purchase welding stations and supplies to allow for more appropriate spacing of students to meet health and safety guidelines and create extra space in the

Plan for Funds	Explanation
	lab; Support CIP 48.0508 WELD (Pennocks Bridge)
Access to Instruction	Purchase welding machine to allow for more appropriate spacing of students to meet health and safety guidelines and create distance in the lab; Support CIP 48.0508 WELD (Pennocks Bridge)
Access to Instruction	Purchase TIG machines to complete welding stations above (which provide for extra distance and space in the lab); Support CIP 48.0508 WELD (Pennocks Bridge)
Access to Instruction	Purchase educational technology (large format TVs) to use in the larger space classrooms and labs (Brandywine (5 - CARP, ELO, HVAC, Auto Service, ENG TECH)
Mitigation Strategies	Purchase HVAC software upgrades (all campuses). The software upgrades will ensure fully functioning systems without continued maintenance and repair as with the current system. This will provide appropriate ventilation and air flow for the prevention and preparation for COVID.
Mitigation Strategies	Purchase Advance Advolution 2710 machines for cleaning in all campuses
Access to Instruction	Purchase Schoology LMS to ensure continuity of education and access to instruction which helps to prepare for pandemic shut down and prevent interrupted learning situations.

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	TCHS will monitor student learning through the NOCTI results from 2018 (not 2020) to 2022, grade achievement, and task list completion data. The Student Information System and NOCTI scores can be delineated by several different methods to ensure the accuracy of reports of the criteria provided. Students in demographics related to English Learners, low income and disabilities will be of special priority to have data reviewed at the end of each marking period.
Opportunity to learn measures (see help text)	With the installation of the educational technology in the classrooms, teachers will be able to report information on student engagement thorough its use. This data will be analyzed by the review of NOCTI reports and reports from our Students Information System (SIS), PowerSchool, and the internal FileMaker Task Tracker system. The NOCTI reports are looked at in Professional Learning Communities of teachers, the SIS will provide grade reports for administrators to review, and the Task Tracker system can provide completion reports for administrators. All data is reviewed by administrators and the Data Compliance Committee and reported to the teachers and upper administration.
Jobs created and retained (by number of FTEs and position type) (see help text)	4 - the positions include academic remediation professionals (3) and a mental health therapist (1). These positions effect the student engagement and completion of program and will be analyzed by the review of NOCTI reports and reports from our Students Information System (SIS), PowerSchool, and the internal FileMaker Task Tracker system. The NOCTI reports are looked at in Professional Learning Communities of teachers, the SIS will provide grade reports for administrators to review, and the Task Tracker system can provide completion reports for administrators. All data is reviewed by administrators and the Data Compliance Committee and reported to the teachers and upper administration.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	No before school, after school, or during the summer will be funded by the grant
Impact of Student Social and Emotional Needs	Students referred to by the Student Assistance Program are monitored and data collected by the Mental Health Specialist. This data tracks referrals, student follow up and student impact.

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
Cleaning Machines	Capital Expenditure	Purchase Advance Advolution 2710machines for cleaning in all campuses
		Purchase welding machine to allow for more appropriate spacing of students to meet health

Name of Proposed Project	Type of Project	Brief Description of Proposed Project
Ironworking Machine	Capital Expenditure	and safety guidelines and create space in lab; Support CIP 48.0508 WELD (Pennocks Bridge)
HVAC System Software	Capital Expenditure	Purchase HVAC system software upgrades (all campuses)



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.cciu.org/>

Then scroll to Site Shortcuts

Then click on 2021-2022 Health and Safety Plan OR

Select the direct link: www.cciu.org/health-plan

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

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$1,378,813.00

Allocation

\$1,378,813.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$671,957.00	Pay salaries for the Academic Remediation professionals for SY 21/22, 22/23, 23/24
1000 - Instruction	200 - Benefits	\$234,987.00	Pay benefits for the Academic Remediation professionals for SY 21/22, 22/23, 23/24
1000 - Instruction	700 - Property	\$24,912.00	Purchase welding stations to create extra space in lab; Support CIP 48.0508 WELD (Pennocks Bridge) (Item >\$1499 each, <\$5000)
1000 - Instruction	700 - Property	\$19,281.00	Purchase welding machine to create distance in lab; Support CIP 48.0508 WELD (Pennocks Bridge) (Item >\$5000)
1000 - Instruction	600 - Supplies	\$10,560.00	Purchase TIG Machines to create complete welding stations above; Support CIP 48.0508 WELD (Pennocks

Function	Object	Amount	Description
			Bridge) (No single item >\$1499)
1000 - Instruction	600 - Supplies	\$7,910.00	Purchase educational technology (large format TVs) to use in the larger space classrooms and labs (Brandywine (5) (No single item >\$1499)
1000 - Instruction	600 - Supplies	\$10,940.00	Purchase Schoology LMS to ensure continuity of education and access to instruction (all campuses) (No single item >\$1499)
		\$980,547.00	

Section: Budget - Support and Non-Instruction Expenditures
BUDGET OVERVIEW

Budget

\$1,378,813.00

Allocation

\$1,378,813.00

Budget Over(Under) Allocation

\$0.00

SUPPORT AND NON-INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
2600 - Operation and Maintenance	700 - Property	\$94,900.00	Purchase HVAC System software upgrades in all campuses
2600 - Operation and Maintenance	700 - Property	\$52,130.00	Purchase Advance Advolution 2710 machines for cleaning in all campuses
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$197,536.00	Pay salary for the Mental Health Specialist for SY 21/22, 22/23, 23/24
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$53,700.00	Pay benefits for the Mental Health Therapist for SY 21/22, 22/23, 23/24
		\$398,266.00	

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	\$671,957.00	\$234,987.00	\$0.00	\$0.00	\$0.00	\$29,410.00	\$44,193.00	\$980,547.00
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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$197,536.00	\$53,700.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$251,236.00
2200 Staff Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2300 SUPPORT SERVICES – ADMINISTRATION	\$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
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	\$147,030.00	\$147,030.00
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
	\$869,493.00	\$288,687.00	\$0.00	\$0.00	\$0.00	\$29,410.00	\$191,223.00	\$1,378,813.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$1,378,813.00

