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	With decreased face-to-face gatherings and paper assignments and tests, the use of technological devices has increased. These must be upkept and renewed regularly. Through task-tracking it was noted that students did not achieve the same level of competency and noticable decreased number of completed tasks required in their program of study.
Chronic Absenteeism	In the beginning of the school year, CWCTC implemented plans to deal with attendance. Attendance rate for school year 2019-2020 was 92%. Attendance rate for school year 2020-2021 was 87%. Current attendance rate for school year 2021-2022 is 86%. These percentages were based on analyzing attendance reports by program and by student.
Student Engagement	With the decreased attendance rate, opportunity for student engagement is decreased. Since we are highly hands-on programs, the students had limited hand-on engagement time due to having to work remotely intermittantly.
Social-emotional Well-being	CWCTC has a Student Assistance Program which meets regularly and makes referrals of students displaying mental health needs to a St. Vincent College mental health counselor or Connellsville Behavioral Services. The number of referrals increased significantly. St. Vincent makes a counselor available on a regular basis to students of CWCTC. This St. Vincent counselor makes presentations to individual career programs at CWCTC.
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**
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	CWCTC created an internal transition readiness assessment that was administered to each student. A Certified Rehabilitation Counselor was contracted to meet with students and make appropriate referrals to outside agencies. Administration is currently auditing program task lists to identify trends. An attendance committee was created to proactively address chronic absenteeism.Administration is also auditing certification attainment to identify potential deficits

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
	impacting students with disablilties.

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	Building expansion to increase social distancing which include expansion of culinary dining room.

   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:**

CWCTC hosts both public and private groups in our culinary program.

   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.**

All students in the program

Reflecting on Local Strategies: **Strategy #2 - Please note: this strategy is optional.**

	Strategy Description
Strategy #2	Building improvements to decrease mold by replacing carpet with nonpourous flooring, and through the use of a new paint booth to promote better air handling.

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.**

all students in the building

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 following groups all participate in the planning and implementation of programs at CWCTC: OAC (Occupational Advisory Committee), LAC (Local Advisory Committee), JOC (Joint Operating Committee), PAC (Professional Advisory Committee), OVR (Office of Vocational Rehabilitation), St. Vincent College Prevention Projects (intervention), Social Media contact, CLNA (Comprehensive Local Needs Assessment stakeholder group), Westmoreland County House Delegation, Trade Unions

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)**

CWCTC programs will continue to meet with their OAC at the minimum of twice per year, and with continuous conversation throughout the year. The JOC meets monthly, and holds a special planning meeting in March. Communication with stakeholders exists via email, face-to-face discussions, and social media. Meetings with the Westmoreland County House Delegation and Trade Unions, including frequent phone calls, text and email messages.

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)**

A summarized ARP ESSER version of the CTC's use of the grant funds will be written and posted, taking all efforts to keep it in a language that all can understand. An alternate format will be made available upon request. JOC approval and a summary of usage will be placed on the CTC website. CWCTC will submit their Plan for Use of ARP ESSER CTC Set Aside Grant Funds to PDE within 90 days of LEA receipt of ARP ESSER funding. The plan will be written in a language that parents/caregivers can understand, and will be provided in an alternate format upon request by a parent/caregiver who is an individual with a disability. The CWCTC Safety Committee along with administrative representatives developed the health and safety plan. This plan will be reviewed by the Joint Operating Committee (JOC) and superintendents from sending schools every six months. This plan is published on the CWCTC website. The CWCTC administrative team held sever discussions on the development of this grant. Ideas were shared with the JOC, the Professional Advisory Committee, and the Local Advisory Committee as well as the Comprehensive Plan Steering Committee.

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	Purchase a contracted service agreement with a vendor for Rehabilitation Counseling Services during 2021-2022, 2022-2023, and 2023-2024 school years to assist stucends and foster continuity of educational services. Additional expenditures for the continuity of educational services funded by the set aside grant include purchasing Chromebooks and parts for students to be used for instructional purposes and supplies for Mindfulness Incentives.
Mitigation Strategies	The ARP ESSER CTC grant will fund the removal and replacement of several carpeted areas with nonpurous vinyl flooring at the CTC. As a result of the removal and replacement of flooring, health hazards such as mold and bacteria will be eliminated or will decrease significantly, since the new flooring will allow for improved cleaning and foster better air

Plan for Funds	Explanation
	quality. ARP Esser CTC grant funds will also pay for the removal and replacement of paint booth(s) to increase the air flow for students and staff and to purchase PPE and supplies/storage for cleaning and disinfecting areas throughout the CTC.
Facilities Improvements	The ARP ESSER CTC grant will fund the expansion of the culinary arts program area by increasing square footage to allow for social distancing during theory and while serving public and private groups.
Other, i.e summer school, extended day, and staffing	CWCTC will continue to improve on instuctional delivery methods to enrich as well as remediate career and technical concepts for all students. CWCTC will continue to offer the OVR (Office of Vocational Rehabilitation) services to all students, including students with disabilities. The ARP ESSER CTC grant will fund student industry credential testing, salaries/stipends and benefits for new and/or retained instructors for afterschool and summer programs for learning loss/continuity of learning and supplies to teach AHA/CPR course(s).

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	Data will be collected and analyzed from the student information system (SIS). Weekly admin meetings to discuss student progress reports, assess at-risk students, analyze attendance, discuss the need for SAP referrals for at-risk students, and review learning standards
Opportunity to learn measures (see help text)	CWCTC will analyze technology through staff and student surveys. CWCTC will provide access to professional development and remediation for students. CWCTC will work with the technology provider to address and resolve deficiencies.
Jobs created and retained (by number of FTEs and position type) (see help text)	1 new rehabilitative counselor in 2021-2022 school year, retained for 2022-2023 and 2023-24 school yearsSummer school: 3 current instructors for 2022-2023 school year
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	The ARP ESSER grant will provide extended day activities for students after school and during the summer months. Grades/credit will be issued upon completion which will be tracked in the student information system. Student credits will be tracked through tenure in building and graduation.
Impact of Student Social and Emotional Needs	Data will be collected from the St. Vincent, Number of SAP referrals will be monitored continuously, Number of student discipline referrals will be analyzed on a regular basis

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
New Airflow Paint Booth	Capital Expenditure	New paint booth for Auto Collision Technology to allow for better air quality and air circulation to prevent the spread of COVID
		Replace old carpet with vinyl

Name of Proposed Project	Type of Project	Brief Description of Proposed Project
Flooring Upgrade	Capital Expenditure	flooring to reduce the possibility of mold and bacteria and to allow for easier cleaning in a necessary and reasonable way to prevent the spread of COVID
Culinary Expansion	Construction	Expanding the Culinary Arts program to assist in socially distancing students for a safer learning environment. The extra square footage will prepare the space needed to respond to the social distancing mandates which aid in the prevention of COVID.

☑

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.cwctc.org/wp-content/uploads/2021/08/CWCTC_Health_and_Safety_Plan_08052021.pdf

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

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

$771,628.00

Allocation

$771,628.00

Budget Over(Under) Allocation

$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1300 - CAREER AND TECHNICAL EDUCATION	600 - Supplies	$50,000.00	CWCTC will continue to improve on instuctional delivery methods to enrich as well as remediate career and technical concepts for all students. The ARP ESSER CTC grant will fund student industry credential testing. Purchase student industry credential testing for CTC students.
1000 - Instruction	100 - Salaries	$50,000.00	Pay for staff (instructor and/or aids) salaries and stipends for after school and summer programs for students during the 2022-2023 and 2023-2024 school years.
1000 - Instruction	200 - Benefits	$20,000.00	Pay for staff (instructor and/or aids) benefits for after school and summer programs for students during the 2022-2023 and 2023-2024 school years.

Function	Object	Amount	Description
1300 - CAREER AND TECHNICAL EDUCATION	600 - Supplies	$17,000.00	The ARP ESSER CTC grant, for the continuity of educational services, will include purchasing Chromebooks and parts for students to be used for instructional purposes.
		$137,000.00	

Section: Budget - Support and Non-Instruction Expenditures

BUDGET OVERVIEW

Budget

$771,628.00

Allocation

$771,628.00

Budget Over(Under) Allocation

$0.00

SUPPORT AND NON-INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	$110,000.00	The ARP ESSER CTC grant funds will pay for the removal and replacement of paint booth(s) to increase the air flow for students and staff.
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	$55,000.00	Purchase a contracted service agreement with a vendor for Rehabilitation Counseling Services during 2021-2022, 2022-2023, and 2023-2024 school years to assist students and foster continuity of educational services.
			The ARP ESSER CTC grant will fund the removal and replacement of several carpeted areas with

Function	Object	Amount	Description
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	$120,000.00	nonpurous vinyl flooring at the CTC. As a result of the removal and replacement of flooring, health hazards such as mold and bacteria will be eliminated or will decrease significantly, since the new flooring will allow for improved cleaning and foster better air quality.
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	$300,000.00	The ARP ESSER CTC grant will fund the expansion of the culinary arts program area by increasing square footage to allow for social distancing during theory and while serving public and private groups.
2600 - Operation and Maintenance	600 - Supplies	$35,000.00	ARP Esser CTC grant to purchase PPE and supplies/storage for cleaning and disinfecting areas throughout the CTC.
2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	$14,628.00	Mindfulness incentive suppliesTo offer students experiences with the mindfulness concept. Materials will include supplies to be used to engage the students in mindfulness activities.No single item will cost $5000 or more
		$634,628.00	

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	$50,000.00	$20,000.00	$0.00	$0.00	$0.00	$0.00	$0.00	$70,000.00
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	$67,000.00	$0.00	$67,000.00
1400 Other Instructional Programs – Elementary / Secondary	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1600 * ADULT EDUCATION PROGRAMS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1700 Higher Education Programs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1800 Pre-K	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2000 SUPPORT SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2100 SUPPORT SERVICES – STUDENTS	$0.00	$0.00	$55,000.00	$0.00	$0.00	$14,628.00	$0.00	$69,628.00
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	$35,000.00	$0.00	$35,000.00
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	$530,000.00	$530,000.00
	$50,000.00	**$20,000.00**	**$55,000.00**	**$0.00**	**$0.00**	**$116,628.00**	**$530,000.00**	**$771,628.00**
				Approved Indirect Cost/Operational Rate: 0.0000				**$0.00**
							Final	**$771,628.00**