

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	The impact of COVID19 on technical and academic instructions has been evident when reviewing collected data. Data sources include student daily attendance, student performance data, and students' ability to proceed though the sequence of instruction while making appropriate milestones related to career and technical task grid completion.
Chronic Absenteeism	Absenteeism was closely monitored to ensure student engagement. Attendance was documented and students that displayed a high level of absenteeism were identified, and supportive measures were implemented. Supportive measures included contacting the student’s parents/guardians, Sending school districts, and IEP teams when necessary. Teachers, guidance, and the administration worked diligently to establish and maintain lines of communication with all students, especially those with chronic absenteeism and encourage student attendance/participation.
Student Engagement	Student engagement has been impacted by the educational shift from brick-and-mortar instruction to web-based learning. Many of our sending school districts experienced challenges maintaining open lines of communication with students that have been working remotely. This has been evident empirically and manifested in the form of technology issues, internet connection availability within the household, students’ lack of self-regulatory skills, and lack of parental support
Social-emotional Well-being	Through the COVID19 pandemic, the FRCTC guidance staff have implemented a program titled, “Boredom Busters” this effort entailed reaching out to students that felt “cut off” from school and delivering packages that included items such as; jigsaw puzzle, word searches, colored pencils, adult coloring books, and personal journals for students. This activity was implemented to ensure students maintained a connection with our support staff while they were unable to attend campus. Journals were included to encourage students to write about their feelings and experiences to better manage the emotions caused by isolation and the impacts of the pandemic.
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])	Children with disabilities; The incorporation of online and hybrid instruction adversely impacted the ability of many students with disabilities to participate with the full scale of supports and services they would have received in a normal operating scenario. As a result, FRCTC implemented special education office hours via Zoom Meetings to offer students the opportunity to work with a special educator in a one on one or small group setting. In addition, the special education department worked collaboratively with the instructional staff to ensure that all modification and adaptations included is students' Specially Designed Instruction were implemented to the greatest degree possible. In addition, both the special education department and the instructional staff closely monitored the performance of students with IEPs and initiated action of the IEP team when needed.
Students from low-income families	Many students considered socioeconomically disadvantaged were adversely impacted by their ability to access educational technology when working remotely/hybrid. Therefore, FRCTC offered students the option to receive all assignments in paper form that were available for pickup or via mail by request. In addition, we offered alternative avenues to participate in their educational program and pursue credentialing. Many students were able to participate in the Co-op program. This experience helped to provide income and on the job experience that was used as enrichment in addition to the students' career and technical programs.

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
	The most effective strategy implemented by the Forbes Road CTC during the COVID19 Pandemic was a shift in our instructional techniques that placed a new focus upon the use of online learning platforms and industry certifications that could be attained while working remotely. Traditionally, instruction only took

	Strategy Description
Strategy #1	place in the classroom setting with online learning used to supplement primary instruction. In response to the challenges COVID19 Pandemic presented, instruction was migrated to the Canvas platform. This supported ensuring continuity of instruction when students were unable to access campus due to school closings and quarantine. The greatest benefit of this strategy was the ability it afforded to maintain quality instruction and providing engaging content that would have been impossible prior to the transition from the traditional model to the Hybrid and Remote Learning models.

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

i. 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.

Students impacted by COVID19 mitigation efforts such as quarantine or inability to attend brick and mortar instruction due to health concerns

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

	Strategy Description
Strategy #2	

i. Impacts that Strategy #2 best addresses: (select all that apply)

- Impact of lost instructional time
- Chronic absenteeism
- Student engagement
- Social-emotional well-being
- Other impact

ii. If Other is selected above, please provide the description here:

iii. Student group(s) that Strategy #2 most effectively supports: (select all that apply)

- Students from low-income families
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender)
- English learners
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))
- Students experiencing homelessness
- Children and youth in foster care
- Migrant students
- Other student groups: (provide description below)

iv. If Other is selected above, please provide the description here.

Reflecting on Local Strategies: Strategy #3 - Please note: this strategy is optional.

	Strategy Description
Strategy #3	

i. Impacts that Strategy #3 best addresses: (select all that apply)

- Impact of Lost Instructional Time
- Chronic absenteeism
- Student engagement
- Social-emotional well-being
- Other impact

i. 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 Forbes Road CTC will employ multiple avenues to engage stakeholders in the decision-making process. First, possible uses for ESSER funds will be discussed at the scheduled Principal, Counselor and Special Populations Coordinator Meeting. These meetings are comprised of stakeholders from each of our sending school districts, thus facilitating a conversation with individuals from different communities that are working in a variety of capacities. Participants will be provided with information related to possible ESSER uses and a discussion will be facilitated to support making informed decisions that represent the interests of all stakeholders. In addition, ESSER funding allocation will be discussed at the superintendent level through participation in scheduled Director/Superintendent Meetings. These meetings provide a forum to engage our district superintendents so they may participate in the plan's development and provide input. These layers of conversation help to increase transparency and incorporate input from all of our communities and sending school districts. Finally, ESSER fund allocation will be addressed through discussion during Occupational Advisory Committee meetings. This forum will provide input from industry professionals related to the uses of funds at the program level. Cumulatively this process will help to ensure that a diverse group of stakeholders are engaged in the plan's development with attention paid to those representing students with disabilities, ELLs, Children experiencing homelessness, etc. Finally, stakeholder input will be obtained through the use of an online survey tool aimed at objectively reinforcing the input generated by the previously noted forums for discussion. This survey tool will include a brief overview of the topics and ideas discussed during in-person meetings and prompt participants to respond to questions that relate to the use of funding on FRCTC's campus.

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)**

Stakeholder input will be generated through scheduled meetings facilitated by Forbes Road Career and Technical Center Stakeholder input will be documented in meeting minutes (Superintendent, Principal, Counselors, Special Populations Coordinator meetings) and will be reviewed by the Forbes Road Career & Technology Center team. Upon review, the conversations will be used to identify and prioritize the greatest needs to be addressed with ESSER funding. This will be accomplished by prioritizing both stakeholders input and stated needs, then investigating possible ways to support and address the feedback provided. In addition, the Forbes Road CTC staff will be engaged in the conversation to determine instructional team's perspective These conversations will provide the instructional team with the ability to provide individual input related to the plan. The Forbes Road CTC Safety Committee (Comprised of a diverse group of employees/roles) had identified the need to take steps to increase air quality and the amount of fresh air provided to classrooms in an effort to increase mitigation of the spread of COVID 19 on campus. All feedback will be reviewed when developing the final plan related to the use of ESSER funding.

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)**

In 2019, the Forbes Road CTC campus was evaluated by TRANE to identify the state of current HVAC systems and develop a related needs assessment. The needs assessment was conducted through a collaborative effort between the FRCTC maintenance coordinator and representatives from TRANE systems. The evaluation identified extremely antiquated HVAC systems that required update to dramatically improve air quality and overall efficiency. This evaluation was recently discussed with FRCTC sending school superintendents as well as Joint Operating Committee members and identified as a necessary project. During the presentation, TRANE representatives provided a comprehensive list of suggested upgrades with a total price of 4.5 million dollars. These findings exceeded our estimated budget significantly; therefore, we contracted McLean Architects to ensure that all ESSER guidelines were followed (Formal Bid Process), the list was reduced to items that would specifically improve air quality on campus and provide the greatest impact for the least amount of funding. The plan to upgrade HVAC systems through the use of ESSER funding will be published on the FRCTC website to inform parents and other stakeholders of the details of the project. In addition, the Plan for Use of Funds will be submitted 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 alternate format upon request by a parent/caregiver who is an individual with a disability.

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
Facilities Improvements	Recent CDC guidance related to indoor air quality have generated concern that the existing building ventilation systems require upgrade to reduce the spread of disease and lower the risk of exposure. Forbes Road CTC intends to apply ARP ESSER funding toward the improvement of Heating Ventilation and Air Conditioning systems in Building #1. New ventilation system upgrades increase the delivery of clean outdoor air and dilute potential contaminants. The lower the concentration, the less likely viral particles can be inhaled into the lungs (potentially lowering the inhaled dose); contact eyes, nose, and mouth; or fall out of the air to accumulate on surfaces. The Forbes Road CTC Health and Safety Plan incorporates recent CDC guidance related to indoor air quality and the existing building ventilation systems requires upgrade to reduce the

Plan for Funds	Explanation
	spread of disease and lower the risk of exposure.

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	Student learning is closely monitored through a variety of methods. At the administrative level, student attendance and grades are monitored to identify trends of concern. At the Guidance level, academic impact of lost instructional time is monitored through a collaborative effort between sending school districts and the career and technical center, helping to identify trends that may be a result of district specific dynamics/schedules. The Special Education department has also closely monitored the performance of IEP students and their progression through content.
Opportunity to learn measures (see help text)	Sending school districts went to great lengths to ensure that students were provided with the necessary technology required for remote or hybrid instruction. FRCRC embraced the use of the CANVAS Learning Platform to provide students access to instruction when unable to participate on campus or when catching up from sick time. To best meet students’ needs, FRCTC created and shared a web-based survey to evaluate the educational impact of COVID19 from the parental and student perspective. Survey items included prompts such as: access to technology and internet connections, household dynamics (Shared Computers/Parental Support), and other questions aimed at identifying factors that may impact students’ access to instruction and learning. In addition, the FRCTC staff identified the need to participate in additional professional development activities to improve their efficacy with online and computer-based instruction. Trainings focused upon helping teacher develop their skills related to ensuring students have the opportunity to participate in their education.
Jobs created and retained (by number of FTEs and position type) (see help text)	ESSER funding will not be used to preserve or create any positions.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	ESSER funding will not be used to fund summer or afterschool programs.
	The Social and Emotional Needs of students were monitored through a referral

	Data Collection and Analysis Plan (including plan to disaggregate data)
Impact of Student Social and Emotional Needs	<p>process for intake into the Forbes Road Career and Technology Center Student Assistance Program (SAP). Students identified as “in need” or “at risk” are documented through the referral process and interventions are based upon individual student needs. In addition, the special education department works closely with staff to monitor the needs of emotional support students. Students displaying behaviors of concern are identified and referred to Special Education or the SAP team depending on need.</p>

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
HVAC Improvements Project – Building No. 1	Construction	The project will provide significant air quality improvement with replacement of the forty-six (46) unit-ventilators throughout the building



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://forbesroad.org/wp-content/uploads/2021/08/Health-and-Safety-Plan-August-2021.pdf>

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

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$544,716.00

Allocation

\$544,716.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
		\$	
		\$0.00	

Section: Budget - Support and Non-Instruction Expenditures

BUDGET OVERVIEW

Budget

\$544,716.00

Allocation

\$544,716.00

Budget Over(Under) Allocation

\$0.00

SUPPORT AND NON-INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$544,716.00	<p>Recent CDC guidance related to indoor air quality have generated concern that the existing building ventilation systems require upgrade to reduce the spread of disease and lower the risk of exposure. Forbes Road CTC intends to apply ARP ESSER funding toward the improvement of Heating Ventilation and Air Conditioning systems in Building #1. New ventilation system upgrades increase the delivery of clean outdoor air and dilute potential contaminants. The lower the concentration, the less likely viral particles can be inhaled into the lungs (potentially lowering the inhaled dose); contact eyes, nose, and mouth; or fall out of the air to accumulate on surfaces. The Forbes Road CTC</p>

Function	Object	Amount	Description
			Health and Safety Plan incorporates recent CDC guidance related to indoor air quality and the existing building ventilation systems requires upgrade to reduce the spread of disease and lower the risk of exposure.
		\$544,716.00	

Section: Budget - Budget Summary
BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
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	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$544,716.00	\$544,716.00
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$544,716.00	\$544,716.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$544,716.00

