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 <u>since March 2020</u>.

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	A Learning Loss Coordinator (LLC) conducted in-classroom observations that will include methodologies of how teachers connected digitally and extended learning opportunities for students (how they were able to learn digitally i.e., Google Classroom, Google meets, etc.) during the pandemic and identified learning resources in the classroom. LLC created a brochure and literature explaining learning loss recovery and areas of focus that were given to students and teachers. LLC met with teachers to explain role of the LLC and determine mitigation strategies that will include high-dosage tutoring, integrated skill recovery, and tactile skill recovery. Learning surveys/student round tables by the LLC are being conducted with students and skill recovery plans are being developed and implemented.
Chronic Absenteeism	LLC reviewed all attendance data and created a tracking system to record the reasons that students were absent (Covid related, medical condition, sick, etc.) using our current student information system. LLC created a mechanism to deliver and receive schoolwork due to absence and recover that time.
Student Engagement	LLC is meeting with students and teachers monthly to discuss their program of study completion, skill recovery mechanisms and student wellness. Teacher meetings will include practices that measure and encourage students by initiating creative learning opportunities, meeting the student where they are, and creating extra learning opportunities for them to integrate skills relative to the learning discipline that are industry driven. Student meetings will include progress on the student's skill recovery plan and general wellness.
Social-emotional Well-being	LLC will integrate student wellness activities into the curriculum to include activities that address interpersonal communication, social stewardship, citizenship, social contribution, effective study habits, current events, creating scholarly voices and learning community place.
Other Indicators	Students will be focusing on career readiness, industry relativity vs career pathways, and building resources (portfolio/learning archive).

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
	Provide both learning (technology, devices,

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Students from low-income families	textbooks, learning activities) and supplemental (food, social programming, and health) resources both in school and community.
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	Identifying learning gaps and technological disparities including internet and access to devices that can provide assistive and supplemental educational support. Students will focus on IEP literacy and transitional services to employment and post-secondary opportunities.
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	Provide services that integrate and promote awareness of equality of pay, educational access, and community services and resources.
English learners	Provide services that integrate and promote awareness of ESL, citizenship, societal functionality, educational access, and community services and resources
Students experiencing homelessness	Provide community resources and referrals.
Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	Provide cultural awareness, anti-bullying, school culture inclusivity, and promote hiring practices that have equal opportunities for all.

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	Hire a Learning Loss Coordinator (LLC) to meet with teachers and students, identify deficiencies, and create skill recovery plans to address and provide compensatory opportunities for students to gain competency in deficient areas archived in a portfolio.

    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.**

LGBTQIA+

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.)

CTCLC has engaged our Joint Operating Committee as well as our Perkins Stakeholders Committee to discuss planning and implementation of the ARP/ESSER funds. We will also share information and solicit feedback from our Superintendents, Principals, School Counselors and Special Education Administrators as part of their regularly scheduled meetings at CTCLC.

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)**

ARP/ESSER funding will be discussed at our Perkins Stakeholders meeting to solicit feedback from members of our community. This is a well-established committee with representation in all the stakeholder categories. Internally, it has been discussed with our staff, Superintendents, Principals, School Counselors, and representatives of the special education community.

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 CTC plan for the use of the ARP/ESSER Funds was created by the CTCLC Director and

Continuing Education Coordinator who also serves as the Grant Administrator. The plan will be shared with stakeholders, modified, if necessary , approved by the Joint Operating Committee, shared with the community on the CTCLC website and submitted to PDE within 90 days of LEA receipt of ARP/ESSER funding. The Continuing Education Coordinator will manage the internal process to ensure that the document is written in a language that parents/caregivers can understand and note on the website that it can 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
Continuity of Services	To hire a Learning Loss Coordinator to meet with teachers and students to determine COVID-related learning gaps. Responsibilities include developing protocols and metrics to document learning gaps, develop programs/activities to recover or address learning gaps, coordinate delivery of recovery programs including transportation with sending districts for recovery programs, develop metrics for program evaluation, and prepare reports for stakeholders including JOC Board, District Boards, parents, and/or any additional community stakeholders, and assist in the preparation of necessary grant reporting/documentation. Salary and benefits will be funded from the grant for the 2021-2022 and 2022-2023 school years.
	To hire instructional staff as needed to provide

Plan for Funds	Explanation
Access to Instruction	instruction outside of the normal work day for the purpose of learning loss recovery. Salary and benefits will be funded from the grant for the 2021-2022 and 2022-2023 school years.
Facilities Improvements	To renovate the existing facility for classroom space in the Automotive Technology and Heating, Ventilation and Air Conditioning (HVAC) program areas because presently, they have no dedicated classroom space. The classroom space that they presently use in HVAC is shared with the Plumbing program and in Automotive Technology the space is shared by two instructors. Because of the number of students enrolled, it is necessary to create additional classroom space to promote proper social distancing. Renovations will include ventilation, lighting, flooring, electrical, masonry work and code reviews to promote proper social distancing.

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	CTC will seek to utilize current student data including attendance, POS task tracking, and Perkins's indicator data for initial review. LLC meets and holds round table discussions with students and faculty to collect data surrounding technical skill attainment, skill relativity, POS review, learning remediation and social and emotional support.
Opportunity to learn measures (see help text)	Student engagement: LLC meets with students and teachers individually to discuss learning loss recovery coordination to include consult/interaction, recovery instructional support, math or reading remediation, alternative skill make-up, capstone project, tutoring, alternative assignments, and/or POS review. A skill recovery plan will be completed which will include the instructional program, targets (POS Task Numbers), recovery placement (school day integration, school day external, or industry placement), dates, method, coordination services, plan to recover and remediate skills, length of program and evaluation of learning.
Jobs created and retained (by number of FTEs and position type) (see help text)	Created the full time postion of Learning Loss Coordinator which will be employed from December 1, 2021 through June 30, 2023 and instructional staff as needed to provide instruction outside of the normal work day for the purpose of learning loss recovery from December 1, 2021 through June 30, 2023.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	The utilization and integration of resources will provide extended learning opportunities to include after school, summer learning and extended learning opportunities. Our focus is on targeting remedial skill development, re-connectivity to student learning engagement, and equipping teachers with supplemental educational resources both internal and external.
Impact of Student Social and Emotional Needs	CTC will seek to utilize an integrative resource through consultation, software integrative platforms, and/or workshops that will provide continuing educational growth opportunities for our students and educators. The objective will be to archive student learning and promote a collaborative link between the teacher, student, and the learning relationship.

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
		The existing facility is being renovated for classroom space in the Automotive Technology and Heating, Ventilation and Air Conditioning (HVAC) program areas because presently, they have no dedicated classroom

Name of Proposed Project	Type of Project	Brief Description of Proposed Project
AT and HVAC Classroom Additions	Construction	space. The classroom space that they presently use in HVAC is shared with the Plumbing program and in Automotive Technology the space is shared by two instructors. Because of the number of students enrolled, it is necessary to create additional classroom space to promote proper social distancing. The HVAC space is in the rear wing of the building. The project includes adding 1,200 square foot of adjacent classroom space to the exterior of the building. The classroom would have its own storage and locker room space connected to the existing building. The Automotive lab is in the front wing of the building on the right side. There are two Automotive labs with only one classroom to support the labs. The project includes adding 1,500 square feet of adjacent classroom space to the exterior of the building. The classroom would have its own storage and locker room space connected to the existing building. Renovations will include ventilation, lighting, flooring, electrical, masonry work and code reviews to promote proper social distancing.

☑

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.ctclc.edu/domain/206

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

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

$527,382.00

Allocation

$527,382.00

Budget Over(Under) Allocation

$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1300 - CAREER AND TECHNICAL EDUCATION	100 - Salaries	$95,000.00	To hire a Learning Loss Coordinator to meet with teachers and students, identify deficiencies, and create skill recovery plans to address and provide compensatory opportunities for students to gain competency in deficient areas archived in a portfolio. - December 1, 2021 - June 30, 2023
1300 - CAREER AND TECHNICAL EDUCATION	100 - Salaries	$20,000.00	To hire instructional staff as needed to provide instruction outside of the normal work day for the purpose of learning loss recovery.
1300 - CAREER AND TECHNICAL EDUCATION	200 - Benefits	$85,000.00	To provide benefits for the Learning Loss Coordinator and instructional staff from December 1, 2021 - June 30, 2023.

		$200,000.00	

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

Budget
$527,382.00
Allocation
$527,382.00

Budget Over(Under) Allocation
$0.00

SUPPORT AND NON-INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	$327,382.00	To renovate the existing facility for classroom space in the Automotive Technology and Heating, Ventilation and Air Conditioning (HVAC) program areas because presently, they have no dedicated classroom space to rpomote social distancing. Renovations will include ventilation, lighting, flooring, electrical, masonry work and code reviews to promote proper social distancing.
		$327,382.00	

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	$115,000.00	$85,000.00	$0.00	$0.00	$0.00	$0.00	$0.00	$200,000.00
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	$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	$327,382.00	$327,382.00
	$115,000.00	$85,000.00	$0.00	$0.00	$0.00	$0.00	$327,382.00	$527,382.00

Approved Indirect Cost/Operational Rate:	$0.00
Final	$527,382.00