

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	Students' progress will be measured by the completion of skills on their duty task list for each program. Tasks that were missed or not completed due to the pandemic, and not able to be taught virtually, will be the focus of instructional planning. As is common practice at Crawford Tech, NOCTI exam scores will also be analyzed to determine current areas of need for any student participating in the assessment.
Chronic Absenteeism	During the pandemic, there were numerous school shutdowns and assigned virtual days due to quarantines, resulting in an exorbitant amount of student absences. Many students did not communicate with their instructor through Microsoft Teams, Zoom, or other predetermined methods that were previously established. Various methods of communicating with the students were utilized; including emails, phone calls, virtual meetings, and collaboration with the sending schools to try engage the absent students in the learning process. As students continue to return to the school setting, absenteeism is being addressed through multiple measures such as, sending letters, calling home, emailing, truancy elimination plans, and student/parent meetings. Student attendance is monitored daily/weekly for any student that has accumulated 5 or more unexcused absences. Students are considered "at-risk," when in addition to their absenteeism, they have a 74% or below grade in the program.
Student Engagement	When students were able to transition from virtual to hands-on learning, adjustments to re-engage students in best practices for career and technical education were inevitable. In this adjustment, we maintained and recognized the majority of our students thrive when they are able to practice the skills of their trades through tactile experiences. Immersing them back into "hands-on" learning is our first priority. Although this is an adjustment period, the vast majority of our students are enthusiastic and attentive to be in their program's physical setting which continues to increase natural student engagement. Due to practicing competency based learning, students are able to master skills at their own pace. Focusing on skills that are realistic and attainable for each student at any given time helps them stay motivated and engaged in their own educational progress. In order to promote program completion, student progress is monitored to support continuous growth.
	Students at Crawford Tech are with their instructors for approximately 2.5 hours each day. This amount of time establishes a strong and committed social rapport between instructors and students. Crawford Tech teachers are therefore able to often recognize a decline in a student's social, emotional, and physical well-being. As we have returned to in-person instruction, faculty and

	Methods Used to Understand Each Type of Impact
Social-emotional Well-being	staff have made re-connecting with students a priority. Through tracking student attendance and grades and spending quality instructional time with students, staff are able to monitor and refer students struggling to the appropriate resources within the Tech Center and sending schools. Crawford Tech staff members work diligently to identify and assess at-risk students and assist in the creation of plans to address the issues at hand.
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])	Students with disabilities faced some significant challenges during virtual instruction. Although, adapting and modifying the materials prior to assigning them was not a difficult task, providing direct instruction and the needed support proved to be extremely difficult. Strategies that were used to provide support include scheduled Zoom and Microsoft Teams meetings, printed materials and packets sent home for reinforcement of curriculum, phone calls to parents for reminders and assistance with technology, and communication with the sending schools to discuss student progress. Personal contacts with learning support aides and the teachers are also very commonplace.
Students from low-income families	Many low-income families struggled with virtual instruction due to lack of internet connectivity and availability of technology. Crawford Tech secured laptops and other technology to send home with students during times of school closures, isolation, and quarantines. "Hot spots" were also provided by our sending school districts to assist with connectivity.

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	<p>Crawford Tech's top strategy was technology based. Teachers utilized online curriculum resources such as SP/2, OSHA, and ToolingU to name a few. Allowing students to take home laptops and other technology provided by Crawford Tech afforded them the opportunity to learn both synchronously and asynchronously. This strategy was used during the initial school shut-downs and ongoing during intermittent school closures and quarantines during the pandemic. As a result, students were able to complete the required online safety certifications and gain additional certifications related to their field. When students were able to return to in-person instruction, the vast majority of their day was spent in the shop setting completing hands-on skills. To increase student engagement, attendance, and make-up for lost instructional time, we knew the priority had to be the return to tactile learning.</p>

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.

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

i. 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.)

Crawford Tech held several Stakeholder Meetings to engage in meaningful consultation with several of the groups listed above. During the meetings, strategies were discussed among all participants. Our plan was determined based off of identified needs that have currently been noted in the building. Topics of discussion included current educational issues at Crawford Tech and the proposed strategies to address those needs. The goal of the discussions always engaged stakeholders to enter into meaningful dialogue to enhance and continuously improve student training at the Tech Center. Numerous discussions continue to take place amongst the stakeholders and Crawford Tech faculty and staff in order to determine how funds will be best utilized for students.

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)**

The plan developed will be shared with the numerous stakeholder groups. Plans have promoted positive dialogue amongst parties who assisted in determining if the use of funds are appropriate and relatable to the current needs identified and discussed by the groups. The plan acts as a guide and is considered a working and fluid document even after discussions take place and approval is met between the stakeholders and Crawford Tech faculty and staff. Prior to the stakeholder meetings, instructors met with and updated their Occupational Advisory Committees for input. OAC's are made up of industry personnel, parents, students and community members. The groups discussed current trends in the field to help ensure the Tech Center is equipped to provide both relevant and rigorous training and to address any deficiencies that occurred during the pandemic. These meetings promote continuous engagement and conversation with local stakeholders.

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)**

Prior to developing the Crawford Tech plan, current needs are determined through multiple measures, including meetings and discussions with our stakeholder groups. Once needs are identified, the plan is written and acts as a guide to promote discussions amongst these groups. Stakeholders are informed about all identified needs and discussions take place about the appropriate use of funds used to satisfy the needs. Once agreement is reached from the majority of the stakeholders, the plan is finalized. The plan is then written using appropriate language that can be interpreted and understood by parents, stakeholders, and community members. The plan is made available in alternate formats, upon request, to meet the needs of an individual with a disability. Once complete and approved, the plan is posted on Crawford Tech's website. (www.crawfordctc.org). In addition, the Plan for Use of Funds will be submitted to PDE within 90 days of LEA receipt of ARP ESSER funding.

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	Employ an additional full time counselor to monitor and assist with staff and students' social, emotional, mental, and physical needs in response to the Covid-19 pandemic. This is a new position, the school years the grant will be funding this position is 2022-2023, 2023-2024, and will pay for salaries and benefits for the position.
Access to Instruction	In order to support the goal of increasing opportunity to learn, the Crawford Tech will employ a full time Recovery Program Coordinator to manage a Recovery Program to re-capture students who dropped out or did not return to school from virtual learning and to help assist these students with their future career or educational pathways. This is a new position, the school years the grant will be funding this position is 2022-2023, 2023-2024, and will pay

Plan for Funds	Explanation
	for salaries and benefits for the position.
Facilities Improvements	Upgrade the HVAC system by installing new units that will service the classrooms of Precision Machining, Welding, Auto Technology, Diesel Technology, Auto Collision and Carpentry to provide increased ventilation and filtration of the exchanged air to help reduce the risk of virus transmission and address environmental health hazards.

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	Crawford Tech's focus through the pandemic has been to provide in-person learning as much as possible. Teachers are continuously reviewing the duty task list for their programs and each individual student. Current knowledge is being noted and revisions, review, and updates are being performed to address the loss of instructional time that occurred throughout the pandemic. Student progress drives our instruction. Teachers are able to track individual student progress and adjust their teaching strategies to meet the needs of all their students.
Opportunity to learn measures (see help text)	Staff will be surveyed to determine what areas of professional development need to be coordinated, the two new staff positions, to be funded by the grant, along with current staff and Administration, will monitor student engagement and level of support needed according to individual student needs. Students and staff will be surveyed to determine need in regard to effective use of technology for learning to occur.
Jobs created and retained (by number of FTEs and position type) (see help text)	ARP ESSER funds will used to create two new positions. The funds will support the positions for a total of two years. The counselor will be full time and will help address the social, emotional, mental, and physical needs of staff and students to help keep them on track and able to focus on their education. The Recovery Program Coordinator will also be a full time position and will assist in re-capturing and re-engaging students into education and employment by assisting them in returning to school and the workforce.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	Crawford Tech does not provide summer and after-school programs.
	Teachers, Student Services Coordinator, Special Populations Coordinator, Instructional Aides and the Administration at Crawford Tech utilize progress monitoring to identify students who may be experiencing issues with social, emotional, mental, and physical needs or are at-risk of developing them. To evaluate, we monitor students and review reports including attendance, behavior,

	Data Collection and Analysis Plan (including plan to disaggregate data)
Impact of Student Social and Emotional Needs	levels of engagement, and grades. Any student who has missed 10 or more school days, and has a 73% or below, is exhibiting negative observable behaviors, and/or is not engaged in class are considered to be at-risk. Often times, poor grades and attendance can be an indicator of additional needs that should be investigated and addressed. Crawford Tech staff are very proactive in identifying and assessing the social, emotional, mental, and physical needs of our students and staff.

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	Capital Expenditure	Upgrade the HVAC system by installing new units that will service the classrooms of Precision Machining, Welding, Auto Technology, Diesel Technology, Auto Collision and Carpentry to provide increased ventilation and

Name of Proposed Project	Type of Project	Brief Description of Proposed Project
		filtration of the exchanged air to help reduce the risk of virus transmission and address environmental health hazards.



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.

<http://www.crawfordctc.org/covid-19.html>

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

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$463,992.00

Allocation

\$463,992.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
		\$	
		\$0.00	

Section: Budget - Support and Non-Instruction Expenditures

BUDGET OVERVIEW

Budget

\$463,992.00

Allocation

\$463,992.00

Budget Over(Under) Allocation

\$0.00

SUPPORT AND NON-INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$176,500.00	Employ a new additional full time counselor to monitor and assist with staff and students' social, emotional, mental, and physical needs in response to the Covid-19 pandemic. School years 2022-2023 and 2023-2024.
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$102,328.00	Upgrade the HVAC system by installing new units that will service the classrooms of Precision Machining, Welding, Auto Technology, Diesel Technology, Auto Collision and Carpentry to provide increased ventilation and filtration of the exchanged air to help reduce the risk of virus transmission and address environmental health hazards.
			In order to support the goal of increasing opportunity to learn, the

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$87,500.00	Crawford Tech will employ a new full time Recovery Program Coordinator to manage a Recovery Program to re-capture students who dropped out or did not return to school from virtual learning and to help assist these students with their future career or educational pathways. School years 2022-2023 and 2023-2024.
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$48,832.00	In order to support the goal of increasing opportunity to learn, the Crawford Tech will employ a new full time Recovery Program Coordinator to manage a Recovery Program to re-capture students who dropped out or did not return to school from virtual learning and to help assist these students with their future career or educational pathways. School years 2022-2023 and 2023-2024.
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$48,832.00	Employ an additional a new full time counselor to monitor and assist with staff and students' social, emotional, mental, and physical needs in response to the Covid-19 pandemic. School years 2022-2023 and 2023-2024.

		\$463,992.00	
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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	\$264,000.00	\$97,664.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$361,664.00
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	\$102,328.00	\$102,328.00
	\$264,000.00	\$97,664.00	\$0.00	\$0.00	\$0.00	\$0.00	\$102,328.00	\$463,992.00
Approved Indirect Cost/Operational Rate:								\$0.00
Final								\$463,992.00

