

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	We will use our NOCTI pre-test and post-test to identify learning gaps that exist as a result of the school closures and subsequent virtual instruction.
Chronic Absenteeism	We will use our student information system to record student attendance and compare current school year data to previous, pre-covid, data to determine if absenteeism is a current problem. Additionally, we will run weekly attendance reports to identify students who are chronically or unlawfully absent and implement a range of interventions (parent notification, student meetings, PBIS rewards, etc.) to remedy the absenteeism.
Student Engagement	Our teachers, aides and school counselor will continue to closely monitor and promote student engagement through a variety of means. For example, teachers will look for the following indicators of student engagement: paying attention (eye contact), note taking (Cornell), listening (not chatting or sleeping), asking and responding to questions, following directions, active participation in shop area (completion of assigned tasks), and student reactions to stimuli (laughing, crying, shouting, etc.).
Social-emotional Well-being	Teachers will record and report concerns of student social-emotional well-being to the school counselor. Examples that will trigger reports to be made for follow-up services include: student change in behavior (e.g. withdrawn from participation), exhibiting suicidal ideations, communicating threats of harm to self or others, decline in or negative peer engagement, signs of alcohol or drug use, lack of family support, negative social media use and cyber bullying, and other associated risk factors. The guidance counselor will document incidents to identify any trends in students' social-emotional behavior or well-being that necessitate focused individual and school wide interventions.
Other Indicators	'On-Track' Measuring - In addition to weekly attendance reports, a weekly failure list will be generated and communicated to the school counselor, teachers, and instructional aides. This weekly student failure list will be used to trigger subsequent interventions and supports to help keep students on track academically and prevent students from becoming overwhelmed because of previous learning loss or because they are falling behind in the current school year. This 'on-track' intervention strategy will not only collect student grades, but also data (on an individual case-by-case basis) such as attendance, student engagement, and social-emotional well-being that are contributing factors to the student's academic decline. Monthly team meetings will be held to review data and make decisions on appropriate interventions and supports for students to help them be academically successful.

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])	Student assessment data will be collected and analyzed to identify and measure impacts. Staff will provide input at IEP meetings and will review IEPs to ensure the SDI's are implemented for each student. Summative assessments (standardized NOCTI scores) and formative assessments (teacher grades; e.g. tests, quizzes, projects, course grade) will be collected and disaggregated to determine impact and progress made from interventions. Instructional aides will work with teachers to implement differentiated instruction, specially designed instruction, and accommodations for those students who are most adversely impacted by the pandemic. In addition to inclusive practices and a least restrictive environment, instructional aides will work with students in a small group setting to provide re-teaching and remediation to struggling learners.
Students from low-income families	Student assessment data will be collected and analyzed to identify and measure impacts. Summative assessments (standardized NOCTI scores) and formative assessments (teacher grades; e.g. tests, quizzes, projects, course grade) will be collected and disaggregated to determine impact and progress made from interventions for students from low-income families. Teachers will survey students and families to determine if they do not have internet or a computer at home. Resources will be provided to the families to acquire internet access or the school will provide other accommodations such as written assignments that can be delivered to the home. In addition, the school will provide every student with a school issued computer if needed. The school will provide additional supports to these students such as aiding the students in the purchase of school supplies, equipment, uniforms, and industry certification fees.

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	The utilization of instructional aides and the school counselor to support the needs of students has been most effective at the Bedford County Technical Center. The school counselor in conjunction with classroom instructional aides have been able to identify students in need of additional accommodations and supports, whether they be social emotional or academic, to help keep students on track academically. For example, this year the support team plans on actively monitoring student grades, attendance, and behaviors to identify students who are at risk of falling behind. Once students are identified, the support team will work collaboratively with the classroom teachers to develop and implement targeted interventions and supports to help the students with their learning struggles and keep them on track (or get them caught up) with the written curriculum.

i. **Impacts that Strategy #1 best addresses:** (select all that apply)

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

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

iii. **Student group(s) that Strategy #1 most effectively supports:** (select all that apply)

- ☒ **Students from low-income families**
- ☐ **Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)**
- ☐ **Gender (e.g., identifying disparities and focusing on underserved student groups by gender)**
- ☐ **English learners**
- ☒ **Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))**
- ☐ **Students experiencing homelessness**

- ☐ **Children and youth in foster care**
- ☐ **Migrant students**
- ☐ **Other student groups: (provide description below)**

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

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

	Strategy Description
Strategy #2	

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

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

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

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

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

- ☐ Migrant students
- ☐ Other student groups: (provide description below)

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

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

	Strategy Description
Strategy #3	

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

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

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

iii. Student group(s) that Strategy #3 most effectively supports: (select all that apply)

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

☐ **Other student groups: (provide description below)**

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

Section: Narratives - Engaging Stakeholders in Plan Development

Section II: Engaging Stakeholders in Plan Development

In this second section, CTCs are asked to provide information on how stakeholders will be engaged in planning for the use of ARP ESSER funds, how stakeholder input will be utilized, and how the CTC will make its CTC Plan for the Use of ARP ESSER Funds transparent to the public—all critical components in developing, implementing, and adjusting plans based on the differential impacts of the COVID-19 pandemic.

4. Stakeholder Engagement

Describe how the CTC, in planning for the use of ARP ESSER funds, has engaged or will engage in meaningful consultation with stakeholders. **(3,000 characters max)**

(Stakeholders include any relevant group to the CTC, such as students; families; CTC and sending district administrators (including special education administrators); teachers; principals; school leaders; other educators; school staff; and unions. In addition, to the extent that the following groups are present in or served by the CTC, stakeholders also include community partners, civil rights organizations (including disability rights organizations); stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migrant students, children who are incarcerated, and other underserved students; and tribes.)

The Bedford County Technical Center has and will continue to engage in meaningful consultation with the following stakeholders: the Joint Operating Committee, OAC, LAC, member school district superintendents, administrative director, school principals, teachers, school counselor, and instructional aides. JOC and LAC members will provide input at meetings regarding the appropriate use of ARP ESSER funds. Stakeholder engagement and input data will be recorded in JOC meeting minutes and survey results. In conjunction with stakeholder engagement, the director will conduct interviews with staff and review school-wide data to determine populations of students most affected by COVID-19 and determine what interventions are needed to provide appropriate supports and interventions for those 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 Bedford County Technical Center has and will continue to gather stakeholder input to guide the development of the CTC Plan for use of ARP ESSER funds. This input will be received through a variety of means such as engaging staff and community stakeholders at faculty meetings, public committee meetings, and personal interviews. Stakeholder engagement and input data will be recorded in JOC meeting minutes and survey results.

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)**

Development: The CTC Plan for use of ARP ESSER Funds will be developed in consultation with the aforementioned CTE stakeholders. Those stakeholders will be given the opportunity to provide meaningful input regarding the needs of the CTC and which accommodations and supports will best benefit the learning recovery of those populations of students who are most adversely impacted by the COVID-19 disruption to the traditional learning process. Approval: The plan will receive tentative approval by the CTC's administration and superintendent of record. Final approval of the CTC Plan will be granted by the Center's Joint Operating Committee. Making Public: Once the CTC Plan is approved by the JOC, the plan will be posted on the Center's website at www.bedfordctc.org and will be submitted to PDE within 90 days of receipt of the funds.

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
Other, i.e summer school, extended day, and staffing	Addition of a 3rd instructional aide to provide additional supports and interventions to students in subgroups who were most adversely effected by learning loss.
Facilities Improvements	Construction of a 40x60 ft outdoor classroom. This will help make the learning environment safer by providing an open air classroom and additional spacing within the buidling for social distancing.
Other, i.e summer school, extended day, and staffing	Additional hands-on instruction will be offered as extended school day and during the summer to offset learning loss that occured when students were learning full virtual. E.g. PA inspection, CNA, and cosmotology offerings above and beyond normal school day.

Plan for Funds	Explanation
Mitigation Strategies	Purchasing of maintenance supplies that will be used for additional cleaning and sanitation of the facilities.
Access to Instruction	Purchasing of technology software and hardware that will be used with students and teachers for technology integration to offset learning loss, increase student engagement, and supplement and enhance instruction; e.g. additional computers, monitors, smartboards, instructional software, etc.
Facilities Improvements	Purchasing of high quality air filters for the HVAC system in order to improve the air quality within the building and thus reduce the risk of COVID-19 transmission.

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	Grade reports will be generated on a weekly basis to identify students who are struggling academically and who need additional learning support. The data will be disaggregated to include our largest subgroup, students with an IEP (~30%). Teachers will use formative assessments to diagnose student learning and learning loss. In addition, the NOCTI pre-test and post-test will be used to identify learning gaps from the beginning of the year to the end of the year and from one year to the next. Based on data collected, struggling learners will receive additional instructional and learning support from our teachers, instructional aides, lead teacher and school counselor. Teachers will modify and differentiate curriculum and instruction to meet the current needs of our learners especially those most adversely impacted by the pandemic. Student participation will be tracked in our extended school day to determine the impact that participation has on student learning recovery.
Opportunity to learn measures (see help text)	All students will be rigorously engaged in instruction by ensuring each student has access to a computer and internet while at the tech center and at home. Students who do not have internet access at home will be provided with resources to secure access or will be provided with accommodations such as paper copies of written lessons and assignments. Staff will be provided with computers, monitors, and interactive display boards to engage students in face-to-face and online learning. Staff will receive professional development on integrating technology into their instructional practices.
Jobs created and retained (by number of FTEs and position type) (see help text)	In order to meet the needs of our students with an IEP, we will be hiring an additional full-time instructional aide to better meet the needs of our struggling learners.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	Data will be collected to monitor student participation in our afterschool and summer programming to determine the impact the additional instruction has on overall student achievement and learning loss recovery.
	Student social and emotional needs will be monitored rigorously by all staff. For example, the school counselor will be available to meet with students in a small

	Data Collection and Analysis Plan (including plan to disaggregate data)
Impact of Student Social and Emotional Needs	<p>group or individual setting to address the SEL needs of our students. Teachers will record and report concern of social emotional well-being to the school counselor. Data that will be tracked will include student change in behavior (e.g. withdrawn from participation), decline in or negative peer interactions, exhibiting risk factors (signs of drug or alcohol use, self-harm, lack of family engagement/support, etc.), etc. We will use this data to inform proactive systems to be implemented such as a positive behavior intervention and support system.</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
Contruction of Outdoor Classroom	Construction	Construction of a 40x60 ft outdoor classroom structure.



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.bedfordctc.org/documents>

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

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$257,244.00

Allocation

\$257,244.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1300 - CAREER AND TECHNICAL EDUCATION	100 - Salaries	\$47,960.00	Instructional Aide Salary for 3 years.
1300 - CAREER AND TECHNICAL EDUCATION	200 - Benefits	\$31,315.00	Instructional Aide Benefits for 3 years.
1300 - CAREER AND TECHNICAL EDUCATION	600 - Supplies	\$16,438.00	Various online curriculum management software to include, but not limited to Skyward Course Learning, Health Center 21 License, Guides 4 Learning, CareerSafe Site License, etc. (no individual software cost \$5,000 or more)
1300 - CAREER AND TECHNICAL EDUCATION	600 - Supplies	\$14,000.00	Multiple industry certifications for students in all programs to include, but not limited to OSHA, SP2, CPR, ServSafe, AWS, and builders association.

Function	Object	Amount	Description
1300 - CAREER AND TECHNICAL EDUCATION	100 - Salaries	\$755.00	Auto instructor extra duty stipend for extended school day learning. 16 hours.
1300 - CAREER AND TECHNICAL EDUCATION	100 - Salaries	\$7,545.00	Cosmetology Instructor extra duty stipend. 160 hours.
1300 - CAREER AND TECHNICAL EDUCATION	600 - Supplies	\$10,000.00	24 ipads and cases to be shared by all programs. No single item costs more than \$1499.
1300 - CAREER AND TECHNICAL EDUCATION	600 - Supplies	\$1,000.00	1 cart capable of holding 24 ipads.
1300 - CAREER AND TECHNICAL EDUCATION	600 - Supplies	\$5,550.00	30 24" LCD computer monitors for the computer lab and staff to display multiple screens.
1300 - CAREER AND TECHNICAL EDUCATION	600 - Supplies	\$6,196.00	1 - 55" interactive display board and 1 - 75" interactive display board with slot-in PC.
1300 - CAREER AND TECHNICAL EDUCATION	200 - Benefits	\$190.00	Auto Instructor extra duty stipend benefits, 16 hours.
1300 - CAREER AND TECHNICAL EDUCATION	200 - Benefits	\$1,895.00	Cosmetology Instructor extra duty stipend benefits, 160 hours.
		\$142,844.00	

Section: Budget - Support and Non-Instruction Expenditures

BUDGET OVERVIEW

Budget

\$257,244.00

Allocation

\$257,244.00

Budget Over(Under) Allocation

\$0.00

SUPPORT AND NON-INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	400 - Purchased Property Services	\$90,000.00	Construction of an Outdoor Classroom.
2600 - Operation and Maintenance	600 - Supplies	\$3,400.00	Cleaning and Sanitation Supplies.
2600 - Operation and Maintenance	600 - Supplies	\$2,000.00	Masks and gloves (both rubber and work gloves)
2600 - Operation and Maintenance	600 - Supplies	\$9,000.00	High quality air filters to filter the air through the HVAC system. No individual item costs more than \$1499.
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	300 - Purchased Professional and Technical Services	\$10,000.00	Architect/Engineer Costs for Outdoor Classroom.
		\$114,400.00	

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	\$56,260.00	\$33,400.00	\$0.00	\$0.00	\$0.00	\$53,184.00	\$0.00	\$142,844.00
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	\$14,400.00	\$0.00	\$14,400.00
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	\$10,000.00	\$90,000.00	\$0.00	\$0.00	\$0.00	\$100,000.00
	\$56,260.00	\$33,400.00	\$10,000.00	\$90,000.00	\$0.00	\$67,584.00	\$0.00	\$257,244.00
				Approved Indirect Cost/Operational Rate:				\$0.00
				Final				\$257,244.00

