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	In order to understand the loss of instructional time MVCTC uses tracking of task completion through our Student Information system to compare to curriculum mapping with benchmarked levels of projected completion. Teachers are then able to undestand where to pick up and pace instruction appropriately for recovery. Additionally, MVCTC tracks the number of certifications obtained yearly. This helps us understand any annomalies regardng lost in person instructional and Lab time and provide prescriptive teaching to address needs.
Chronic Absenteeism	In order to measure chronic absenteeism MVCTC has teachers take attendance both remotely and in person daily. Students who miss or do not sign in regularly are contacted by their teacher to inquire about absenteeism. If the problenm persists families are contacted by guidance and administration. Sending school counselors, administration, and truancy staff. Task Completion data from students who demonstrate chronic absenteeism is then analyzed and measured against curriculum map projections in order to understand the loss of learning for each student. From that data, a specific recovery plan can be developed.
Student Engagement	Student engagement is measured through google form surveys. Indicators include level of enthusiasm in class, engagement in Skills USA, career pathways, career objectives, program change requests, or intent to stay in program. Data is then used to seek out any annomalies in specified areas in order to address strategically.
Social-emotional Well-being	MVCTC uses guidance resources to assess social-emotional well being through students interviews, clasroom visits, student surveys, and Student school Career and Technical Student organizations. Data from these sources is used to prioritize needs and address strategically.
Other Indicators	School climate culture is measured through surveys and Skills USA student government and classroom representative meetings. Students assist in providing ideas to continually promote positive school culture.

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**

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])	Communication with families, Special Education Staff, and sending schools to pinpoint key areas of impacted and develop strategic interventions to address needs. Collect task completion data and measure against projected curriculum map goals, family goals, career objectives, IEP goals to create strategic instructional and support plans for task completion recovery.
Children and youth in foster care	Communication with agencies, foster parents and sending schools to pinpoint key areas of impacted and develop strategic interventions to address needs.
English learners	Communication with sending schools and Intermediate Unit one services to pinpoint key areas of impacted and develop strategic interventions to address needs.
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	Inservicing staff on students attending nontraditional programs and development of nontraditional improvement plan.
Migrant students	Communication with sending schools and Intermediate Unit one services to pinpoint key areas of impacted and develop strategic interventions to address needs.
Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	Communication with sending schools and Intermediate Unit one services to pinpoint key areas of impacted and develop strategic interventions to address needs.
Students experiencing homelessness	Communication with sending schools and Intermediate Unit one services to pinpoint key areas of impacted and develop strategic interventions to address needs.
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	Inservicing staff on diversity and how to promote success in a diverse population
	Communication with families, sending schools, family

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Students from low-income families	service agencies, and Intermediate Unit one services to pinpoint key areas of impacted and develop strategic interventions to address needs.

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	Communication with families, Special Education Staff, and sending schools to pinpoint key areas of impacted and develop strategic interventions to address needs. Collect task completion data and measure against projected curriculum map goals, family goals, career objectives, IEP goals to create strategic instructional and support plans for task completion recovery.

    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:**

School Culture and Climate

    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.**

Adult Students

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**

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.)

MVCTC has held meetings with Consortium Superintendents from our six sending districts to include Charleroi Area SD, Bentworth SD, Monessen SD, Ringgold SD, California Area SD, and Beth-Center school district. Additional stakeholder meetings including representatives from the community including residents, parents of students, students from varying programs, workforce development board representatives, Children and Youth Representatives, local and regional business representatives, teachers, paraprofessionals, and postsecondary institutions. MVCTC has als gained input from local stakeholders such as our local advisory committees to ensure a wide range of input and expertise is provided in the decision making process.

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)**

Discussion revolved around prioritization of needs within the school as areas of the school were not able to be addressed within the scope of a 2012 renovation. This left student in tight spaces with moderate air circulation and filtering within the welding program specifically. A plan was developed to address, cleanliness, distancing, and air ventilation and quality to provide an environment which is more conducive to mitigating Covid19 spread. Input was gathered from all parties and a proposed plan to expand the lab area, install appropriate ventilation and power to operate, and install booths at appropriate distance in order to ensure fresh air mixture, distancing, and cleanliness can be achieved more effectively. After touring the building and discussing current issues related to Covid19, committee members were in strong support to implement funding to address the current issues with space and ventilation in the Welding program.

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 development of the ARP ESSER CTC Set Aside grant Plan to Use Funds is a synthesis of meetings, presentations, implementation of input and expertise, and meaningful discussion between MVCTC leadership and all stakeholders. The final approval is an agreed upon consensus from stakeholders. Mon Valley CTC will make the CTC Plan for ARP ESSER funds available for public viewing on the CTC website and will be submitted to PDE within 90 days of LEA receipt of ARP ESSER funding. The plan will be written in a language that parents/caregivers can understand, and will be provided in alternate format upon request by a parent/caregiver who is an individual with a disability.

Section: Narratives - Plan for ARP ESSER Funds

Section III: Using ARP ESSER Funds to Plan for Safe, In-Person Instruction

In this third section, CTCs are asked to reflect on both the impacts and needs described in Section I and stakeholder engagement described in Section II to provide a description of the CTC plan for the use of ARP ESSER funds.

7. Plan for Funds

How will the CTC spend its ARP ESSER funds as outlined in the fields below ? **(3,000 characters max)**

1. Continuity of Services: How will the CTC use ARP ESSER funds to sustain services to address students' academic needs; students' and staff social, emotional, and mental health needs; and student nutrition and food services?
2. Access to Instruction: How will the CTC use ARP ESSER funds to support the goals of increasing opportunity to learn and equity in instructional delivery? Consider regular attendance/chronic absenteeism data from the 2020-21 school year, including data disaggregated by student groups, in developing the response.
3. Mitigation Strategies: How will the CTC use ARP ESSER funds to support prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities and transportation services to effectively maintain the health and safety of students, educators, and other staff? Consider the LEA's Health and Safety Plan in developing the response.
4. Facilities Improvements: How will the CTC use ARP ESSER funds to repair and improve school facilities to reduce risk of virus transmission, address environmental health hazards, and/or improve ventilation? Consider the LEA's Health and Safety Plan in developing the response.
5. Other, i.e summer school, extended day, and staffing

Plan for Funds	Explanation
Access to Instruction	Funds will be used to improve the physical instructional area within the Welding program by providing adequate visability and spacing for demonstration and practice to mastery.
Mitigation Strategies	Funds will be used to support prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention by providing adequate room fro distancing, ventilation, filtering, and fresh air intake/mixture within the Welding Program.
Facilities Improvements	Funds will be used to support prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention by providing adequate room fro

Plan for Funds	Explanation
	distancing, ventilation, filtering, and fresh air intake/mixture within the Welding Program.

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	In order to understand the loss of instructional time MVCTC uses tracking of task completion through our Student Information system to compare to curriculum mapping with benchmarked levels of projected completion. Teachers are then able to undestand where to pick up and pace instruction appropriately for recovery. Data on task completion will be disaggregated by program to measure levels of learning loss and compare strategies for recovery for best practice sharing. Additionally, MVCTC tracks the number of certifications obtained yearly. Analysis of Pre-NOCTI scores are conducted disaggregated by program to assess areas of instructional needs, prescriptive instruction is developed for areas of weakness. This helps us understand any annomalies regardng lost in person instructional and Lab time and provide prescriptive teaching to address needs.
Opportunity to learn measures (see help text)	Funding will be used to create a safe and healthy learning environment whereby students can have safe access to industry standard technology including Mig and Tig Welding, Plasma cutting, Metal Fabrication, CNC manufacturing, technical drawing interpretation, Industry related Literacy, Numeracy such as measurent concepts, and Geometry. MVCTC continually monitors and measures grades and task completion related to all aspects of curriculum. Comparing task completion dissagregated by program and within programs helps indentify outliers. Prescriptive teaching and interventions can then be implemented program wide or individually. Additionally, longitudinal data sets can help identify progress from year to year to make adjustments.
Jobs created and retained (by number of FTEs and position type) (see help text)	As per stakeholders, allocation of funding is not related to employee positions.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	As per stakeholders, allocation of funding is not related to participation of programs.
	As per stakeholders, the need for funding to improve and create an area of safety

	Data Collection and Analysis Plan (including plan to disaggregate data)
Impact of Student Social and Emotional Needs	and well being where students can thrive in Welding is paramount. Data regarding student well being will be measured via syurveys and guidance counselor contact. Data will be used to address social and emotional needs of students as needed.

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
Welding Ventilation	Capital Expenditure	Update Ventilation System in Welding program
Welding Electrical	Construction	Update Electrical System in Welding program to provide proper power to run ventilation

Name of Proposed Project	Type of Project	Brief Description of Proposed Project
Install welding booths	Construction	Install appropriately spaced welding booths that maximize airflow and space
Metal building Installation	Construction	Expand Welding program area to ensure proper distancing by installing Metal building and pad allowing for appropriate spacing and ventilation.
Install concrete pads for Welding ventilation and expansion	Construction	Expand Welding program area to ensure proper distancing by installing pad allowing for appropriate spacing and ventilation.

☑
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.

www.monvalleyctc.org

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

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

$403,569.00

Allocation

$403,569.00

Budget Over(Under) Allocation

$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
		$	
		$0.00	

Section: Budget - Support and Non-Instruction Expenditures

BUDGET OVERVIEW

Budget

$403,569.00

Allocation

$403,569.00

Budget Over(Under) Allocation

$0.00

SUPPORT AND NON-INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	$75,000.00	Install of industry standard ventilation system and duct work.
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	$30,000.00	Install of required electrical upgrade to power ventilation system and equipment.
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	$50,000.00	Install of slabs to support structure and updated ventilation system.
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	$150,000.00	Purchase and install of welding expansion stucture.
4000 - FACILITIES			

Function	Object	Amount	Description
ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	$98,569.00	Purchase supplies for welding booth construction. .
		$403,569.00	

Section: Budget - Budget Summary

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1300 CAREER AND TECHNICAL EDUCATION	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1400 Other Instructional Programs – Elementary / Secondary	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1600 * ADULT EDUCATION PROGRAMS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1700 Higher Education Programs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1800 Pre-K	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2000 SUPPORT SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2100 SUPPORT SERVICES – STUDENTS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2200 Staff Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2300 SUPPORT SERVICES – ADMINISTRATION	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
2400 Health Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2500 Business Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2600 Operation and Maintenance	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2700 Student Transportation	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2800 Central Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3100 Food Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3200 Student Activities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3300 Community Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$403,569.00	$403,569.00
	$0.00	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$403,569.00**	**$403,569.00**

Approved Indirect Cost/Operational Rate:	**$0.00**
Final	**$403,569.00**