

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	Review, analyze and compare NOCTI/NIMS scores, quantity of industry certifications obtained and total numbers of hours completed from the 2019-20, 2020-21, and 2021-22 school years. PIMS data will be referenced for some of the data.
Chronic Absenteeism	Review, analyze and compare attendance data from 2019-20, 2020-21 and 2021-22 school years. Attendance records and PIMS data will be referenced for some of the data.
Student Engagement	The level of engagement was discussed by the committees and it was determined that SCTC must be prepared to provide theory instruction through online methods. Additional equipment is needed in some programs so that students can social distance and receive additional opportunities to train.
Social-emotional Well-being	Increased referrals for social-emotional issues have been experience by the nurse and guidance office at SCTC. The primary concern for students was access to curriculum and receiving hands-on instruction.
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])	Ensuring students have access to necessary instructional resources. Providing paraprofessional assistance to students on a daily basis to ensure understanding and completion of missed assignments.
	Students were unable to purchase their own laptops. SCTC purchased student laptops and made them available for all students. This

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Students from low-income families	helped with the online instruction/student work completion while not in attendance in-person. Student van was also purchased to go to on-site clinical locations. Otherwise students would be unable to attend.

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	Recouping for lost instructional time through extra/additional hours for student instruction, on-site clinical visits, and access to current equipment.

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 Somerset County Technology Center consulted the Occupational Advisory Committee, Joint Operating Committee, General Advisory Committee, and Stakeholders Membership Committee membership for input related to the ARP ESSR funding plan. The committee membership includes industry representatives from all programs, board members from all eight sending districts, parents, students, and employees. First the student groups with the greatest need were determined and then a plan for support was developed. The largest need was to make-up lost instructional time for the performance skills necessary for industry success.

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 Occupational Advisory Committees, General Advisory Committee, and Stakeholders Membership Committee provided a focused list of needs for the program area they represent. The list was then analyzed and a plan for correction/support was developed by the members. Once the goals were selected then the committees compiled a list of needs to achieve the goals. The General Advisory and Joint Operating Committee reviewed the goals and items to provide final approval for the purchase and placement into the grant.

6. Public Access to LEA Plan for the Use of ARP ESSER Funds

Describe the process for development, approval, and making public the CTC Plan for the Use of ARP ESSER Funds. The CTC Plan for the Use of ARP ESSER Funds must be made publicly available on the CTC website and submitted to PDE within 90 days of LEA receipt of ARP ESSER funding, must be written in a language that parents/caregivers can understand, and must be provided in alternate format upon request by a parent/caregiver who is an individual with a disability. **(3,000 characters max)**

The CTC Plan for the Use of ARP ESSER Funds will be placed on the SCTC's website. Announcement directing the public to the plan's location will be advertised using SCTC's Facebook, electronic sign, and monthly Excellence Report. Additional notification will be placed on the students' progress reports and report cards for parents. The plan has been shared with the Professional Advisory Committee during one of the the weekly meetings. Upon approval by the Joint Operating Committee, the plan will be publicly available on the CTC website and the CTC will submit their Plan for Use of ARP ESSER CTC Set Aside Grant Funds 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
Continuity of Services	Providing students with opportunity to learning outside of the traditional school day. Extra hours will help students make up for missed time due to the COVID 19 pandemic. The CTC will pay for the wages for stipends to staff during the afterschool programs. The afterschool programs will provide students with opportunities to learn outside of the traditional school day. Extra hours will help student make up for missed time due to the COVID 19 pandemic.
Access to Instruction	Purchasing students laptops that students are able to take home to make up for the missed in-person instruction. This also helps our economically disadvantaged students that are unable to purchase personal laptops.

Plan for Funds	Explanation
Mitigation Strategies	Additional online curriculum for any future school closure. The ARP ESSER CTC grant will fund additional online curriculums, online tutoring, online textbooks, supplies and equipment for several CTC programs areas. Equipment and supplies purchased include the following: Van to transport students to clinical and community service projects, Versa tables for Pre-engineering program, LXE Spark Forklift Truck, HAAS Minimill, Haas CNC Lathe TL-1, Plasma Cutter, smoker for C. Arts program, cricket for ECH, and industry certifications for students.

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	Students will be better prepared for the end of program certification testing as well as the NOCTI end of program skills assessment and NIMS completion. SCTC will compare the data to the school years 2018-19, 2020-21, and 2021-22. A report of the results will be presented to the planning committees for this grant.
Opportunity to learn measures (see help text)	The CTC will provide laptops for student use in all program areas. Instructors will receive professional development to utilize Google Classrooms for online instruction and virtual lessons. Students will then receive training from their instructors to access assignments using Google Classrooms for virtual learning. Access to online software and textbooks will be linked to Google Classrooms. SCTC will track the number of completed assignments and compare to the number of completed prior to the training to determine success.
Jobs created and retained (by number of FTEs and position type) (see help text)	The Somerset County Technology Center will be creating new stipends for teachers/staff during the after-school programs. There will be 16 instructors receiving stipends for the 2021-22 and 16 instructors for the 2022-23, and 2023-24 school years.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	Instructors are providing extra hours outside of the regular school day multiple times a week. These extra hours are enabling students to catch up on the missed classroom time for reasons associated with the COVID-19 pandemic. SCTC will track attendance and hours to measure participation in the after-school programming.
Impact of Student Social and Emotional Needs	The impact on social and emotional needs will be determined by a data analysis of the number of visits to the nurse's and guidance offices. Additionally, SAP referrals and referrals for in-patient or out-patient care will be tracked. Safe 2 Say incidents/referrals will also be included in the data collection. The data will be discussed with instructors and administration then shared with the Joint Operating Committee, Stakeholders Membership Committee, and General Advisory Committee.

Section: Narratives - ARP ESSER Prior Approval

ARP ESSER PRIOR APPROVAL

CTC's that wish to expend ESSER funds on facilities initiatives may be permitted to:

- make facility upgrades to comply with American Disabilities Act requirements
- upgrade HVAC systems
- remediate mold, lead, and other sources of poor indoor air quality
- install mechanical ventilation and/or advanced filtration systems
- replace windows to allow for improved intake of fresh air
- replace plumbing to ensure safe drinking water—among other upgrades that improve the health and safety of school buildings.

All **capital expenditures** supported with federal funds must be pre-approved by PDE. Capital expenditures means expenditures to acquire capital assets (i.e., land, facilities, or equipment over \$5,000 per unit) or expenditures to make additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations, or alterations to capital assets that materially increase their value or useful life.

Construction means (A) the preparation of drawings and specifications for school facilities; (B) erecting, building, acquiring, altering, remodeling, repairing, or extending school facilities; (C) inspecting and supervising the construction of school facilities; and (D) debt service for such activities (ESEA section 7013(3), 20 U.S.C. § 7713(3)).

Directions: School Entities seeking prior approval for Construction/Renovation or Other Capital Expenditures must:

Complete the form for each contractor/project that will be supported with ARP ESSER funds. If using multiple vendors for one project, i.e., classroom expansion, enter total cost per vendor to equal the total budgeted cost of the “classroom expansion” project. Completed forms must be uploaded to this section. Prior to uploading forms, they must be signed off by your School Entity's Superintendent/CEO/Executive Director.

Will you be using a portion of your ARP ESSER funds for Construction and/or Other Capital Expenditures? If no please select 'No' and mark section complete.

Yes

In the table below, please provide the name and type (construction vs. other capital expenditure) of the proposed project and a brief description. Please enter each contractor/project on a separate line in the table.

Name of Proposed Project	Type of Project	Brief Description of Proposed Project
		The Somerset County Technology Center would like to purchase a LXE Spark Lithium Forklift to train students and for students to obtain forklift operation certification. The certification will be

Name of Proposed Project	Type of Project	Brief Description of Proposed Project
Purchase a LXE Spark Lithium Forklift	Capital Expenditure	available to students in the following programs: Automotive Technology, Collision Repair & Refinishing, Culinary Arts, Forestry Technology, Computer Networking, Machine Technology, Welding Technology, Masonry, and Carpentry.
Purchase a Haas Mini Mill	Capital Expenditure	The Somerset County Technology Center would like to purchase a Haas Mini Mill for use in the Machine Technology Program. The students will then have access to industry current equipment that will enable them to obtain additional CNC NIMS credentials that would not otherwise be available to them.
Purchase a Haas CNC Lathe TL-1	Capital Expenditure	The Somerset County Technology Center would like to purchase a Haas CNC Lathe TL-1 for use in the Machine Technology Program. The students will then have access to industry current equipment that will enable them to obtain additional CNC NIMS credentials that would not otherwise be available to them.
Purchase a School Van	Capital Expenditure	The Somerset County Technology Center would like to purchase a school van to enable all students to participate in clinical experiences outside the building. The van would enable students from all programs to access Job Shadowing experiences, Internship experiences, clinical hours, and

Name of Proposed Project	Type of Project	Brief Description of Proposed Project
		project-based learning experiences.



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.sctc.net



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

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$330,066.00

Allocation

\$330,066.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1300 - CAREER AND TECHNICAL EDUCATION	100 - Salaries	\$69,000.00	Stipend of per diem wages for the after school program. The after school program is intended to increase task list completion and industry certification obtainment. Make-up in-person time lost due to COVID restrictions. Funds will be used for 16 stipends in the 2021-22 and 16 stipends 2022-23 school years
1000 - Instruction	600 - Supplies	\$1,600.00	Purchase a Plasma cutter for the Collision Repair and Refinishing Program
1000 - Instruction	600 - Supplies	\$500.00	Purchase a smoker for the Culinary Arts Program
1000 - Instruction	300 - Purchased Professional and Technical Services	\$925.00	Online OSHA 10 certification for Service Occupations

Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	\$2,700.00	Fundamentals of Automotive Technology online textbooks
1000 - Instruction	600 - Supplies	\$465.00	AgNet online curriculum for Forestry Technology
1000 - Instruction	600 - Supplies	\$700.00	Career Safe online curriculum and certifications for Forestry Technology
1000 - Instruction	300 - Purchased Professional and Technical Services	\$325.00	Online OSHA-10 certification for Electrical Occupations students
1000 - Instruction	600 - Supplies	\$4,340.00	Online Milady Mindtap curriculum for Cosmetology
1000 - Instruction	600 - Supplies	\$1,548.00	Online state board preparation curriculum for Cosmetology students
1300 - CAREER AND TECHNICAL EDUCATION	600 - Supplies	\$120.00	Annual subscription to Cricut for the Teacher Preparation/Early Childhood Education students
1000 - Instruction	600 - Supplies	\$3,500.00	Tooling University online curriculum for Machine Technology students
1000 - Instruction	600 - Supplies	\$2,300.00	Gibbscam online subscription for Machine Technology

Function	Object	Amount	Description
			students
1000 - Instruction	600 - Supplies	\$2,748.00	Online software Alldata for Collision Repair and Refinishing students
1000 - Instruction	600 - Supplies	\$300.00	Online software for the Chief Automotive frame machine for Collision Repair & Refinishing
1000 - Instruction	600 - Supplies	\$6,187.00	Purchase online textbooks Culinary Fundamentals for the Culinary Arts students
1000 - Instruction	600 - Supplies	\$1,000.00	Purchase online curriculum for Servsafe for the Culinary Arts students
1000 - Instruction	600 - Supplies	\$1,500.00	Purchase online curriculum NCCER Electrical curriculum
1000 - Instruction	600 - Supplies	\$10,000.00	Purchase online CIMA curriculum for the Cosmetology students
1000 - Instruction	600 - Supplies	\$249.00	Purchase online CareerSafe Curriculum for Carpentry students
1000 - Instruction	600 - Supplies	\$1,400.00	Online Radiology curriculum for the Dental Assisting
1000 - Instruction	600 - Supplies	\$2,235.00	Purchase SIMTICS online Dental Assisting modules

Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	\$500.00	Purchase CareerSafe online curriculum for the Dental Assisting students
1000 - Instruction	600 - Supplies	\$7,720.00	Purchase SIMTICs online curriculum for Health Occupations
1300 - CAREER AND TECHNICAL EDUCATION	600 - Supplies	\$240.00	Purchase SIM Tutor software for the Health Occupations students
1000 - Instruction	600 - Supplies	\$1,100.00	Purchase online Automotive All Data software for the Automotive Technology program
1000 - Instruction	600 - Supplies	\$37,500.00	Purchase 25 laptops for students to utilize for online assignments while at home.
1000 - Instruction	600 - Supplies	\$9,523.00	Purchase 8 laptops for the Pre-Engineering/Drafting & Design Program students to use while at home. Special computers required for the software they use.
		\$170,225.00	

Section: Budget - Support and Non-Instruction Expenditures

BUDGET OVERVIEW

Budget

\$330,066.00

Allocation

\$330,066.00

Budget Over(Under) Allocation

\$0.00

SUPPORT AND NON-INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$54,041.00	Purchase a school van to transport students to clinical sites and community service project areas. This will enable SCTC to provide these opportunities for economically disadvantaged students that would not otherwise have transportation.
2600 - Operation and Maintenance	600 - Supplies	\$9,523.00	Purchase 9 Versa Tables for the Pre-Engineering Drafting & Design Program to permit social distancing.
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$23,962.00	LXE Spark Lithium Forklift to provide additional equipment and allow for social distancing
4000 - FACILITIES ACQUISITION,			Haas Minimill for the Machine Technology

Function	Object	Amount	Description
CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$38,298.00	students to provide additional machinery for social distancing
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$34,017.00	Haas CNC Lathe TL-1 for the Machine Technology students to provide additional machinery for social distancing
		\$159,841.00	

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	\$1,250.00	\$0.00	\$0.00	\$99,615.00	\$0.00	\$100,865.00
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	\$69,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$360.00	\$0.00	\$69,360.00
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

	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
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
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	\$9,523.00	\$0.00	\$9,523.00
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	\$150,318.00	\$150,318.00
	\$69,000.00	\$0.00	\$1,250.00	\$0.00	\$0.00	\$109,498.00	\$150,318.00	\$330,066.00
Approved Indirect Cost/Operational Rate:								\$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
							Final	\$330,066.00