

## **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?

	<b>Methods Used to Understand Each Type of Impact</b>
<b>Academic/Technical Impact of Lost Instructional Time</b>	the percentage of students failing 2020-21 school year was significantly higher than the previous year 2019-20 (pre-COVID). By moving to synchronous or asynchronous in March with little time to prepare for the change to an on-line platform was difficult for career and technical students to asimulate. The lack of the hands-on portion of the curriculun created a major void in the education of the CTC student.
<b>Chronic Absenteeism</b>	Absenteeism was higher from March of 2020 due to lack of control of having students in-person. Many students did not log on to asynchronous or synchronous days. Many of our students became frustrated with the lack of internet connection or lack of understanding of the material being presented via zoom.
<b>Student Engagement</b>	During the pandemic especially during March of 2020, students lacked focus and participation due to the fact that they were working from home. Although the instructors used Zoom nad TEAMS to do synchronous instruction so that there would be student engagement, many teachers reproted that there was very little participation during the lecture portion of the curriculum,
<b>Social-emotional Well-being</b>	Students sstruggled with the ever changing schedule, from synchronous to in-person. Students felt alone not able to socialize with friends or participate in extracurricular activities at school.
<b>Other Indicators</b>	

### 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.

<b>Student Group</b>	<b>Provide specific strategies that were used or will be used to identify and measure impacts</b>
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	The Lebanon CCTC Special Population department worked with career and tech instructors to provide educational support to special needs students by way of ZOOM and TEAM meetings. Regularly scheduled office hours were established by the Specuial Pop department to allow students to work with someone on an individual basis. Additional educational strategies twere put on Schoology to offer additional support.

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
English learners	The Lebanon CCTC Special Population department worked with career and tech instructors to provide educational support to English Learners by way of ZOOM and TEAM meetings. Regularly scheduled office hours were established by the Specuial Pop department to allow students to work with our ESL Aide on an individual basis. Additional educational strategies twere put on Schoology to offer additional support.
Students from low-income families	The Lebanon CCTC instructors used ZOOM amd TEAMS and Schology to offer synchronous lessons to all students. Students who did not have a device to use at home one was given to them to be used. For students who did not have internet service they were given "hot spots" or paper copies of all lessons being taught were available. Many times individuals form the school would deliver lessons to students who did not have internet or transportation to get into school to pick up paper copies of their lessons.

**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
<b>Strategy #1</b>	The Lebanon CCTC used a combination of both synchronous and in-person learning. Ou plan was to do lectures when we were synchronous and do the hands-on portion ofthe lesson when the students were in-person. This approach help with the continuity of each program. This strategy was effective especially with our students with disabilities, English Learners and low-income families. Add the educational and emotional support that was available whether we were synchronous or in-person and we feel that our students were given the best possibility of being successful in their program.

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

**Impact of lost instructional time**

- Chronic absenteeism
- Student engagement
- Social-emotional well-being
- Other impact

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

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

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

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

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

	Strategy Description
Strategy #2	

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

- Impact of lost instructional time
- Chronic absenteeism

- Student engagement
- Social-emotional well-being
- Other impact

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

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

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

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

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

	Strategy Description
Strategy #3	

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

- Impact of Lost Instructional Time
- Chronic absenteeism
- Student engagement

- Social-emotional well-being
- Other impact

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

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

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

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

## Section: Narratives - Engaging Stakeholders in Plan Development

### Section II: Engaging Stakeholders in Plan Development

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

#### 4. Stakeholder Engagement

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

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

The Lebanon CCTC will be holding an Executive Planning Meeting to discuss the use of the ARP ESSER Funds. The Planning Committee is comprised of Sending School Administrators, business owners, teachers, Mayor of Lebanon, non-profit organizations, state agencies, student parents, and post-secondary educators. The meeting agenda is as follows: Grants and the distribution of them, progress on our 2021-22 Perkins Plan, update of CTC programs and curriculum and Adult Education and the impact that COVID 19 had on our school. Additional meetings will be held with local Superintendents and JOC members to discuss the best use of Grant moneys to support the educational process at the CTC as well as, providing a safe environment by creating mitigation strategies that are effective. Instructors and staff have further input regarding the use of these funds through their OAC meetings. All equipment purchases are done according to the recommendations of the instructors and OAC

#### 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)**

Members of the Executive Planning committee reviewed our plan for the ARP ESSER Funds and agreed that the purchase of a new chiller to improve the quality of air in the facility to help with the mitigation of COVID-19 was very important. Many of the members on the Executive planning committee are business, school administration, parents, faculty, civic group, etc. the plan will be posted on to our website and facebook page to solicit input by the public.

#### 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 Lebanon County Career & Technology Centers plan for the use of ARP ESSER Funds will be available on our school website, Facebook, and Twitter. Information via robo-call and e-mail will be sent to all of our parents directing them to view the plan on our website or social media outlets. Currently, we are tailoring our website to adapt for individuals with various disabilities. Paper copies will be available for any individual who would want one. The plan will also be available in Spanish for any individual with a language barrier. Publicly available on the Lebanon CTC website and submitted to PDE within 90 days of LEA receipt of ARP ESSER funding.



**Section: Narratives - Plan for ARP ESSER Funds**

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

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

**7. Plan for Funds**

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

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

Plan for Funds	Explanation
Facilities Improvements	The Lebanon County CTC is looking to replace the existing chiller system to help the air quality in the facility. Being a CTC there are many fumes, gases and other air quality issues due to the type of vocational programs offered. The new chiller system will also help mitigate the possible spread of COVID-19 by recycling and purification of the air within the building.
Continuity of Services	Purchasing a Pneumatic Trainer for the Electromechanical program will allow us to complete various POS tasks as well as meet the current demand in manufacturing in advance mechanical and technical skills. The pneumatic trainer will allow all students to become proficient in advanced manufacturing tasks.this includes students with disabilities, both physically and educationally.

Plan for Funds	Explanation
	<p>Attendance during the 2020-21 school year was significantly higher due to the amount of time students were out due to testing positive for COVID-19 or quarantining due to close contact. the new equipment will allow us to space students out to mitigate the spread of COVI-19, which in turn could help with the attendance and chronic absenteeism.</p>
Continuity of Services	<p>The purchase of 12 Conduit Benders will allow each student to have their own bender which will assit in spacing between students due to COVID-19 requirements. The benders will also allow additional instruction on various bends need in te electrical field.</p>
Continuity of Services	<p>Professional devleopment will consist of multiple training sessions using multiple contractors, not to exceed \$5,000</p>

**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:

	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>
<b>Student learning, including academic impact of lost instructional time during the COVID-19 pandemic</b>	We will compare the numbers in the building pre and post installation of the chiller. We will also compare the number of days absents due to COVID cases pre and post installation. The pneumatic trainer will allow us to better prepare students for the NOCTI test . We will compare pre and post NOCTI testing to determine the effectiveness of the equipment. Professional development will be done to help teachers become more proficient in the use of our new learning management system ,which will allow us to move virtual at anytime.
<b>Opportunity to learn measures (see help text)</b>	Keeping students in the building is critical to career & technical instruction. Career & technical instruction consists of 50% hands on. The replacemnt of the chiller will allow us to filter and recycle air within the building helping to mitigate the spread of COVID-19. Data has been collected and will continue to be collected on absenteeism due to postive cases of COVID-19. Currently our data shows that our absenteeism over the time period has increased, specifically due to quarantining and positive cases of COVID-19.
<b>Jobs created and retained (by number of FTEs and position type) (see help text)</b>	N/A
<b>Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)</b>	The Lebanon CCTC will be offering professional development for instructors to become proficient in the use of our learning management system (Schoology). Training for restorative practices will be offered to help instructors better understand social and emotional issues of our students affected by COVID-19, that may lead to discipline issues. Data has been collected on absenteeism due to COVID-19 or other viruses since 2020-21 and 2021-22. Schoology will allow students to maintain continuity of their education by working on assignmens from home. It will also allow us to move to a virtual setting if necessary, due to rising cases of COVID-19 in our area.
	Professional development will include trauma informed approaches to education. Data is agragated using student visits to our school Counselors, referrals to our SAP (Student Assitance Program) and students who are indentified as Special

	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>
<b>Impact of Student Social and Emotional Needs</b>	Population which includes I.E.P., emotional support students, homeless. parenting students, economically disadvantage students, etc. We have seen an increase due to the pandemic in trauma cases with our students, this would include economic concerns due to business closure, death in families due to COVID-19, educational challenges,etc.

**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
Replacing current Chiller system	Capital Expenditure	Our current chiller is at the end of life and is not performing at peak proficiency. The new Chiller will help recirculate and purify the existing air in the building while extracting fresh air from outside which will help mitigate the spread

Name of Proposed Project	Type of Project	Brief Description of Proposed Project
		of COVID-19. The air quality will greatly improved within the classrooms and shop areas.
Pneumatic traine	Capital Expenditure	The Lebanon CTC is requesting the purchase of a Pneumatic Trainer for our Electromechanical program. The pneumatic trainer has been requested by the OAC Committee. the trainer will be provide advanced technical training in the pneumatic portion of the Program of Study. the advanced training wil give our students and advantage when applying for employment .



**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.lctc.edu

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

**Section: Budget - Instruction Expenditures**

**BUDGET OVERVIEW**

**Budget**

\$523,632.00

**Allocation**

\$523,632.00

**Budget Over(Under) Allocation**

\$0.00

**INSTRUCTION EXPENDITURES**

<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
1300 - CAREER AND TECHNICAL EDUCATION	700 - Property	\$15,000.00	Purchse of Pneumatic Trainer for our Electromechanical Technology Program. The trainer will allow is to offer advance training in pneumatics meeting the need of our local manufactures. The trainer will also allow us to complete various tasks on the Program of Study curriculum.
1300 - CAREER AND TECHNICAL EDUCATION	600 - Supplies	\$2,600.00	the purchse of 12 conduit benders so that each student has their own to use during instruction. The purchase will allow us to continue to meet the 3 foot seperation recommendation. to help with our mitigation of COVID-19. The purchse will also allow us to meet various task on the Program of Study curriculum more efficiently and faster. No



<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
			single item cost will exceed \$1,500.
		<b>\$17,600.00</b>	

**Section: Budget - Support and Non-Instruction Expenditures**

**BUDGET OVERVIEW**

**Budget**

\$523,632.00

**Allocation**

\$523,632.00

**Budget Over(Under) Allocation**

\$0.00

**SUPPORT AND NON-INSTRUCTION EXPENDITURES**

<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$6,032.00	Professional development will consist of multiple training sessions utilizing multiple contractor, noe to exceed \$5,000.
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$500,000.00	the lebanon CCTC is requesting the purchase of a new air chiller. the purchase will allow us recirculate and purify exisiting air within the building as well as help mitigate COVID-19.
		<b>\$506,032.00</b>	

**Section: Budget - Budget Summary**  
**BUDGET SUMMARY**

	<b>100 Salaries</b>	<b>200 Benefits</b>	<b>300 Purchased Professional and Technical Services</b>	<b>400 Purchased Property Services</b>	<b>500 Other Purchased Services</b>	<b>600 Supplies 800 Dues and Fees</b>	<b>700 Property</b>	<b>Totals</b>
<b>1000 Instruction</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1300 CAREER AND TECHNICAL EDUCATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,600.00	\$15,000.00	\$17,600.00
<b>1400 Other Instructional Programs – Elementary / Secondary</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1600 * ADULT EDUCATION PROGRAMS</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1700 Higher Education Programs</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1800 Pre-K</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2000 SUPPORT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2100 SUPPORT SERVICES – STUDENTS</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2200 Staff Support Services</b>	\$0.00	\$0.00	\$6,032.00	\$0.00	\$0.00	\$0.00	\$0.00	\$6,032.00
<b>2300 SUPPORT SERVICES – ADMINISTRATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

	<b>100 Salaries</b>	<b>200 Benefits</b>	<b>300 Purchased Professional and Technical Services</b>	<b>400 Purchased Property Services</b>	<b>500 Other Purchased Services</b>	<b>600 Supplies 800 Dues and Fees</b>	<b>700 Property</b>	<b>Totals</b>
<b>2400 Health Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2500 Business Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2600 Operation and Maintenance</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2700 Student Transportation</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2800 Central Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3000 OPERATION OF NON-INSTRUCTIONAL SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3100 Food Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3200 Student Activities</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3300 Community Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$500,000.00	\$500,000.00
	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$6,032.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$2,600.00</b>	<b>\$515,000.00</b>	<b>\$523,632.00</b>
<b>Approved Indirect Cost/Operational Rate:</b>								<b>\$0.00</b>
<b>Final</b>								<b>\$523,632.00</b>

