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	MCTI relies on a collection of data to determine the success of the students. In 20-21 MCTI failure rate was 3x higher when compared to years prior to Covid. Additional MCTI NOCTI scores in 20-21 dropped significantly. In 18-19 MCTI had a 93.9% Advanced/Competent Rate, in 20-21 it dropped to 79.8%.
Chronic Absenteeism	MCTI saw a large increase in chronic absenteeism and an overall drop in attendance. Historically MCTI has an attendance rate exceeding 92%. In 20-21 the rate fell to 86%.
Student Engagement	Student engagement dropped due to the delivery of instruction moving to a hybrid/virtual environment. On average MCTI only had approximately 38% of the student body in a building on a daily basis. This resulted in students being far less engaged when compared to a traditional year.
Social-emotional Well-being	Though social-emotional well-being is hard to quantify, the drop in attendance and performance are often indicators of students facing challenges.
Other Indicators	Student task completion, industry certifications, and CTSO enrollment all suffered due to COVID-19.

Documenting Disproportionate Impacts

2. Identify the **student** groups in the CTC that faced particularly significant impacts from the pandemic. For each, provide specific strategies that were used or will be used to identify and measure impacts.

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	Students with disabilities performed lower on NOCTI compared to their peers.

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
	MCTI Continuous Improvement Model is a collection of data that is used to

Strategy Description	
Strategy #1	assess the overall performance of the school as well as individual programs. The CIS Model includes data sets such as NOCTI Performance, Enrollment, Task Completion, Certifications, Discipline, and Attendance. Each program is provided with a Datasheet that shows this information. In addition, MCTI is now breaking this information down based on key demographic information such as Disabled, Race, Gender, and Economically Disadavanted.

    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**

   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**

    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.)

MCTI engages stakeholders through various meetings. The JOC meets once a month and is provided with updates on the plan for the grant. At this time the JOC also provided input and overall approval of how the grant will be used. The community is engaged through our General Advisory Committee(GAC). The GAC is provided with an overview of the plan for any grant money. At this time the GAC will also have the opportunity to provide any feedback or input on the grant. In addition MCTI's Perkins CNA Team was involved, which includes representatives for multiple stakeholder groups. This group will meet a minimum of two times a year. The staff is also included. The needs of the staff are often shared through union representation and at weekly faculty meetings.

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 input of the stakeholders will steer the overall direction and use of the grant. Each stakeholder group will be presented with information and recommendations on what is need to ensure that all students have a safe and effective learning environment.

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 plan was developed with stakeholder input and through the assessment of data. The plan will be posted on the MCTI website.

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	The overall goal for the ESSR funds is to provide every student the opportunity to continue to gain skills and knowledge despite the challenges that the pandemic has caused. In order to accomplish this students needs to be provided an opportunity to extend their learning beyond the school's walls. This will be accomplished through the purchase of tool kits that are program-specific. The kits will be sent home along with assignments and projects designed to reinforce tasks that must be demonstrated on the NOCTI exam. These kits will provide relief to students who financially are not able to afford the tools necessary to continue to work at home. This should alleviate the stress and mental challenges that students may face when family finances are a concern.In addition, funds will be used to support high-demand CTC staff in returning to post-

Plan for Funds	Explanation
	secondary education to obtain their vocational certification. The pandemic has enhanced an already glaring challenge of recruiting and hiring CTC staff.
Access to Instruction	One of the many challenges that the pandemic has caused is the access to instruction outside of school. In order to correct this a significant amount of ESSR resources will be used to purchase software and hardware to support the student's and staff's ability to continue to work outside of the traditional classroom setting. The effectiveness of these resources will ill directly impact student performance data such as attendance, program grades, and task completion. All of which have taken serious hits as a result of the pandemic.
Mitigation Strategies	Mitigation strategies are critical to the continued operation of the school. Thankfully MCTI was able to focus much of previously received grant money on masks, cleaning supplies, and desks for social distancing. As a result, ESSR funds will be focused on student and staff instructional needs.
Facilities Improvements	MCTI will not use ESSR funds for facility improvement. Prior to the pandemic, MCTI was able to install a new HVAC system and roof.
Other, i.e summer school, extended day, and staffing	As part of the focus on student instruction, some funds will be used to pay staff to develop curriculum and projects for students to complete at home. This will be tied to the tool kits mentioned in the first question.

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 20-21 MCTI failure rate was 3x higher when compared to years prior to Covid. Additional MCTI NOCTI scores in 20-21 dropped significantly. In 18-19 MCTI had a 93.9% Advanced/Competent Rate, in 20-21 it dropped to 79.8%. In order to address this MCTI will use ESSR funds to purchase tools and supplies for students to take home to address learning loss. MCTI will use the Continuous Improvement Model that tracks all student performance data to ensure that growth and recovery are occurring.
Opportunity to learn measures (see help text)	MCTI will invest ESSR funds into various forms of technology including software, learning management licenses, and wifi upgrades to ensure students have access to tools to improve learning and address instructional loss. Staff will be provided with professional development on the use of the tools acquired.
Jobs created and retained (by number of FTEs and position type) (see help text)	Funds will not be used for any existing or additional positions.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	MCTI will use funds to develop assignments and projects that students will complete at home after hours. This will include funds to pay staff after school to develop and support these assignments.
Impact of Student Social and Emotional Needs	Funds will be used for counselors to support students after hours. This will be part of the student home projects being completed in the program areas.

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.

No

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
Software	Capital Expenditure	These software products will aid in the curriculum with Online learning during periods of virtual instruction, assignment tracking, and service/support to our school wide technology office. Each product is reviewed by the

Name of Proposed Project	Type of Project	Brief Description of Proposed Project
		Curriculum Supervisor, Technology Director, and Director to make sure it adheres to PDE requirements for program tasks, assignments, and reporting.
SIS	Capital Expenditure	Funding will be used to pay for our Student Information System (SIS). There is a flat charge of $14,894.48 and a per student charge of 1.75 based on our annual ADM's per PDE. For an annual total of $16,738.91. This software is used by our teachers to record attendance and grading as well as student information. During COVID it was necessary to have thisweb-based system for our teachers and staff to use remotely.

☑

CHECK HERE - **to assure that you have successfully uploaded your Prior Approval Form(s) if applicable.**

Section: Narratives - Health and Safety Plan Upload and URL

CTCs HEALTH AND SAFETY PLAN AND URL

Please upload your CTC's Health and Safety Plan below, and check the assurance indicating that you have completed your upload. Please name the file using your CTC name followed by Health and Safety Plan. example: "***CTC Name*-Health and Safety Plan"**

CTCs are required to add the URL where the approved plan will be posted to the CTC's public website. Please add the URL below.

https://www.monroecti.org/Page/1644

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

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

$846,399.00

Allocation

$846,399.00

Budget Over(Under) Allocation

$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$10,153.00	20-21 software for 9th grade math
1300 - CAREER AND TECHNICAL EDUCATION	600 - Supplies	$31,146.00	20-21 software for CTC programs
1300 - CAREER AND TECHNICAL EDUCATION	600 - Supplies	$25,627.00	21-22 software for CTC programs
1300 - CAREER AND TECHNICAL EDUCATION	600 - Supplies	$25,627.00	22-23 software for CTC programs
1300 - CAREER AND TECHNICAL EDUCATION	600 - Supplies	$48,000.00	21-22 TOOL KITS FOR SENIOR PROJECT
1300 - CAREER AND TECHNICAL EDUCATION	600 - Supplies	$48,000.00	22-23 TOOL KITS FOR SENIOR PROJECTS
1300 - CAREER AND TECHNICAL EDUCATION	100 - Salaries	$5,218.00	21-22 EXTRA WAGES FOR TEACHER FOR SENIOR PROJECT

Function	Object	Amount	Description
1300 - CAREER AND TECHNICAL EDUCATION	100 - Salaries	$5,218.00	22-23 EXTRA WAGES FOR TEACHERS FOR SENIOR PROJECT
1300 - CAREER AND TECHNICAL EDUCATION	200 - Benefits	$2,223.00	21-22 BENEFITS FOR TEACHERS FOR SENIOR PROJECTS
1300 - CAREER AND TECHNICAL EDUCATION	200 - Benefits	$2,223.00	22-23 BENEFITS FOR TEACHERS FOR SENIOR PROJECTS
		$203,435.00	

Section: Budget - Support and Non-Instruction Expenditures

BUDGET OVERVIEW

Budget

$846,399.00

Allocation

$846,399.00

Budget Over(Under) Allocation

$0.00

SUPPORT AND NON-INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	$16,738.00	20-21 software-student information system
2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	$16,739.00	21-22 software -student information system
2800 - Central Support Services	600 - Supplies	$42,534.00	20-21 software-school wide broad band, Cisco, Baracuda Vmware, website,zoom etc
2800 - Central Support Services	600 - Supplies	$39,802.00	21-22 software-school wide broad band, Cisco, Baracuda Vmware, website,zoom etc
2800 - Central Support Services	600 - Supplies	$39,834.00	22-23 software-school wide broad band, Cisco, Baracuda Vmware, website,zoom etc
2200 - Staff Support Services	200 - Benefits	$36,205.00	20-21 Teacher tuition

Function	Object	Amount	Description
2200 - Staff Support Services	200 - Benefits	$39,798.00	21-22 Teacher tuition
2200 - Staff Support Services	200 - Benefits	$44,515.00	22-23 Teacher tuition
2800 - Central Support Services	400 - Purchased Property Services	$114,293.00	20-21 computer leases
2800 - Central Support Services	400 - Purchased Property Services	$87,971.00	21-22 computer leases
2800 - Central Support Services	400 - Purchased Property Services	$87,972.00	22-23 computer leases
2800 - Central Support Services	500 - Other Purchased Services	$14,753.00	20-21 TECHNOLOGY TRANSPORT
2800 - Central Support Services	500 - Other Purchased Services	$14,753.00	21-22 TECHNOLOGY TRANSPORT
2800 - Central Support Services	500 - Other Purchased Services	$14,753.00	22-23 TECHNOLOGY TRANSPORT
2800 - Central Support Services	300 - Purchased Professional and Technical Services	$20,034.00	20-21 TECHNOLOGY CONTRACTS-WI-FI, EXPRESS WAY, SWITCH SUPPORT, FIREWALL REPLACMENT, BLACKBOARD
2800 - Central Support Services	300 - Purchased Professional and Technical Services	$12,270.00	21-22 TECHNOLOGY CONTRACTS-WI-FI, SWITCH SUPPORT BLACKBOARD
		$642,964.00	

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	$10,153.00	$0.00	$10,153.00
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	$10,436.00	$4,446.00	$0.00	$0.00	$0.00	$178,400.00	$0.00	$193,282.00
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	$33,477.00	$0.00	$33,477.00
2200 Staff Support Services	$0.00	$120,518.00	$0.00	$0.00	$0.00	$0.00	$0.00	$120,518.00
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	$32,304.00	$290,236.00	$44,259.00	$122,170.00	$0.00	$488,969.00
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	$0.00	$0.00
	$10,436.00	$124,964.00	$32,304.00	$290,236.00	$44,259.00	$344,200.00	$0.00	$846,399.00
				Approved Indirect Cost/Operational Rate:				$0.00
				Final				$846,399.00