

## **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 Bethlehem AVTS will be using individual classroom assessments as well as NOCTI pre-tests to establish student progress compared to estimated progress of the group in a traditional/non-pandemic instructional model.
<b>Chronic Absenteeism</b>	The expansion of additional classroom space will mitigate and lessen the spread of COVID-19 which will, in turn, lessen the absenteeism associated with the pandemic.
<b>Student Engagement</b>	Student engagement will be measured by looking at comparative information from absence rates pre, during and post-pandemic instructional time impact.
<b>Social-emotional Well-being</b>	Feedback from staff and administration will provide insight into students social-emotional well-being.
<b>Other Indicators</b>	Mitigation and Prevention of the spread of 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.

<b>Student Group</b>	<b>Provide specific strategies that were used or will be used to identify and measure impacts</b>
Students from low-income families	When reviewing last year's data we saw that 60% of our failures were students from low-income households. The Bethlehem AVTS will also use individual classroom assessments as well as NOCTI pre-tests to establish student progress compared to estimated progress of all groups in a traditional/non-pandemic instructional model.
Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	When reviewing last year's data we saw that 60% of our failures were students from low-income households. That being said, we had challenges from all groups as it pertained to lost instructional time and participation in online instruction.

### 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	Our most effective strategy has been to provide the appropriate resources and extra time for students to participate on instructional goals, theoretical and practical, inside and outside of our building for the CTE setting.

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	Enhance our facility to provide extra space for social distancing during instructional and lunch times to mitigate and prevent the spread of the virus and minimize absenteeism due to students and staff testing positive and/or being quarantined due to close contact of someone who has tested positive for COVID-19.

**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:**

Mitigate and prevent the spread of the COVID-19 virus.

**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.**

When reviewing last year's data we saw that 60% of our failures were students from low-income households. That being said, we had challenges from all groups as it pertained to lost instructional time

**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.)

We have shared how we wish to use our ESSER funds with our stakeholders: parents, students, staff, joint committee members, superintendents, and advisory board members during various meetings. CTC administration began working on the use of ESSER funds in the summer of 2021 by reviewing the allowable uses of funds to develop grant initiatives. We identified the following the potential areas that needed to be addressed - learning loss, COVID-related infrastructure needs and technology. As we moved through the process, we edited our projects to focus on learning loss and infrastructure needs to best address students educational needs and ensure continuity of operations and improved opportunities for better social distancing.

#### 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)**

We received input from all our stakeholders at various meetings and are only moving ahead with our plans because we have garnered their support for our proposed projects and initiatives to support learning loss, and to mitigate and minimize the spread of COVID-19 in our buildings.

#### 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)**

Once our plan is approved we will post our plans for the use of the grant money on the home page of our website. BAVTS will make the CTC Plan for ARP ESSER funds available on the BAVTS website and it 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
Other, i.e summer school, extended day, and staffing	We plan on using grant funds for learning loss. We will be providing extended day activities a 1-2 times a month for the next two years. We are also exploring some Saturday and Summer activities to address learning loss. The ARP ESSER CTC grant will fund supplemental wages and benefits for participating instructional, professional and support staff, supplies, meals and snacks associated with the extended day activities after school and during the summer months during the 21-22, 22-23 and 23-24 school year(s).
	The Bethlehem Area Vocational Technical School is looking to expand three theory areas for programs located in our Annex Building. The programs that would have their theory areas expanded would be Automotive Collision, Carpentry, and Masonry. The

Plan for Funds	Explanation
Facilities Improvements	<p>current theory rooms in those programs do not allow for the recommended spacing to prevent the spread of COVID-19. When you enter these program areas, the theory room walls create a hallway that then opens into the larger program lab area. People enter the theory labs through a doorway. Our project would eliminate the theory lab wall with the door that is adjacent to the program area hallway. The removal of these walls will result in additional theory room space that will allow us to increase spacing between occupants and reduce the potential spread of COVID-19. This change should also allow for better airflow between the theory area and lab space since it will be a less restrictive. As a result of the removal of wall(s), we will need to relocate any infrastructure items to another area.</p>
Facilities Improvements	<p>The Bethlehem Area Vocational Technical School is requesting to move refrigeration units (refrigerators and freezers) out of our existing baking lab to create more available lab space for students to socially distance. We are requesting to create an outside walk-in refrigerator/freezer combination unit for the baking program. The outside walk-in unit would be accessed through the lab area. Currently, there are several large freestanding freezers and refrigerator units within the program lab area. The units are lining the walls in the lab area and restricting the area available for students to work within the program. This forces students to work in closer proximity due to the footprint occupied by these large units. Moving the refrigerators and freezers outside of the lab area will allow for additional available areas to space students out to help to reduce the potential spread of COVID-19. In addition, currently our baking program needs to store its rolling carts with prepared items waiting to be baked in an area shared with our cafeteria program and culinary program. With baking having their own walk-in, this would eliminate the need for students to leave their assigned area to go into another area within the building to store their products. This would reduce the interaction with other program area staff and students.</p>
	<p>The project consists of the replacement of our existing chillers with two (2) 185-ton chillers,</p>

Plan for Funds	Explanation
Facilities Improvements	<p>associated piping and controls at Bethlehem Area Vocational Technical School Main Building, and other Work as defined in the bid specification documents. The current chillers were installed in the building in 2000 and are reaching the end of their expected life cycle per ASHRAE Equipment Life Expectancy. The chillers are required to provide the ASHRAE required chiller water for the HVAC system and play a critical role in moisture control, improving indoor air quality, life safety and reducing the potential spread of COVID-19. Their role in moisture control is essential in avoiding the development of mold. Continued successful operation of chillers is essential in allowing us to use as much available space within our main building as possible - allowing us to more effectively spread out our students to help to reduce the potential spread of COVID-19.</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 be using previous NOCTI scores and current pre-test scores and measure those against our student success rate on the NOCTI for the 2021-2022 and the 2022-2023 School year.
<b>Opportunity to learn measures (see help text)</b>	At the start of the pandemic, we learned that our sending school districts provided one on one devices for students. We provided our staff with training on how to provide educational content remotely and training on Google classroom. We have and continue to receive feed back from our educational staff and administration on the impact on student performance.
<b>Jobs created and retained (by number of FTEs and position type) (see help text)</b>	We have not created new positions. We have offered new supplemental opportunities for existing staff to work beyond the regular instructional day to address learning loss. Opportunities may also be provided for existing staff to work beyond the instructional year if we offer summer programs and/or Saturday instruction.
<b>Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)</b>	We have juniors and seniors participating in "Navigation Nights" every other Wednesday, during the School year, to address learning loss and support academic, professional, and personal success after high school. The ARP ESSER CTC grant will provide extended day activities for students after school and during the summer months. Feedback from staff and administration will provide insight into student participation.
<b>Impact of Student Social and Emotional Needs</b>	Feedback from staff and administration will provide insight into students social-emotional well-being.

**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 project consists of the replacement of our existing chillers with two (2) 185-ton chillers, associated piping and controls at Bethlehem Area Vocational Technical School Main Building, and other Work as defined in the

Name of Proposed Project	Type of Project	Brief Description of Proposed Project
Replacement of Chillers	Capital Expenditure	<p>bid specification documents. The current chillers were installed in the building in 2000 and are reaching the end of their expected life cycle per ASHRAE Equipment Life Expectancy. The chillers are required to provide the ASHRAE required chiller water for the HVAC system and play a critical role in moisture control, improving indoor air quality, life safety and reducing the potential spread of COVID-19. Their role in moisture control is essential in avoiding the development of mold. Continued successful operation of chillers is essential in allowing us to use as much available space within our main building as possible - allowing us to more effectively spread out our students to help to reduce the potential spread of COVID-19.</p>
Installation of Walk-In Fridge and Freezer in Baking Program	Construction	<p>The Bethlehem Area Vocational Technical School is requesting to move refrigeration units (refrigerators and freezers) out of our existing baking lab to create more available lab space for students to socially distance. We are requesting to create an outside walk-in refrigerator/freezer combination unit for the baking program. The outside walk-in unit would be accessed through the lab area. Currently, there are several large freestanding freezers and refrigerator units within the program lab area. The units are lining the walls in the lab area and restricting the area available for students to work within the program. This forces students to work in closer proximity due to the footprint occupied by these</p>

Name of Proposed Project	Type of Project	Brief Description of Proposed Project
		<p>large units. Moving the refrigerators and freezers outside of the lab area will allow for additional available areas to space students out to help to reduce the potential spread of COVID-19. In addition, currently our baking program needs to store its rolling carts with prepared items waiting to be baked in an area shared with our cafeteria program and culinary program. With baking having their own walk-in, this would eliminate the need for students to leave their assigned area to go into another area within the building to store their products. This would reduce the interaction with other program area staff and students.</p>
Expansion of Three Theory Labs	Construction	<p>The Bethlehem Area Vocational Technical School is looking to expand three theory areas for programs located in our Annex Building. The programs that would have their theory areas expanded would be Automotive Collision, Carpentry, and Masonry. The current theory rooms in those programs do not allow for the recommended spacing to prevent the spread of COVID-19. When you enter these program areas, the theory room walls create a hallway that then opens into the larger program lab area. People enter the theory labs through a doorway. Our project would eliminate the theory lab wall with the door that is adjacent to the program area hallway. The removal of these walls will result in additional theory room space that will allow us to increase spacing between</p>

<b>Name of Proposed Project</b>	<b>Type of Project</b>	<b>Brief Description of Proposed Project</b>
		occupants and reduce the potential spread of COVID-19. This change should also allow for better airflow between the theory area and lab space since it will be a less restrictive. As a result of the removal of wall(s), we will need to relocate any infrastructure items to another area.



**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.bethlehemavts.org/>

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

**Section: Budget - Instruction Expenditures**

**BUDGET OVERVIEW**

**Budget**

\$835,205.00

**Allocation**

\$835,205.00

**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	600 - Supplies	\$23,018.00	Purchase supplies, meals and snacks associated with learning loss programs that will be provided after school hours and during the summer months in the for the 21-22, 22-23 and 23-24 school year(s).
1300 - CAREER AND TECHNICAL EDUCATION	100 - Salaries	\$113,650.00	Pay for the supplemental salaries/wages for existing instructional, professional & support staff for the learning loss programs that will be provided after school hours and during the summer months for the 21-22, 22-23, and 23-24 school year(s).'
1300 - CAREER AND TECHNICAL EDUCATION	200 - Benefits	\$30,373.00	Pay for the supplemental benefits for existing instructional, professional & support staff for the learning loss programs that will be provided after school

Function	Object	Amount	Description
			hours and during the summer months for the 21-22, 22-23, and 23-24 school year(s).'
		<b>\$167,041.00</b>	

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

**BUDGET OVERVIEW**

**Budget**

\$835,205.00

**Allocation**

\$835,205.00

**Budget Over(Under) Allocation**

\$0.00

**SUPPORT AND NON-INSTRUCTION EXPENDITURES**

<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$184,000.00	Annex classroom expansion project
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$248,795.00	Bake shop exterior walk-in project
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$235,369.00	Chiller replacement project
		<b>\$668,164.00</b>	

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
<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>	\$113,650.00	\$30,373.00	\$0.00	\$0.00	\$0.00	\$23,018.00	\$0.00	\$167,041.00
<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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<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	\$668,164.00	\$668,164.00
	<b>\$113,650.00</b>	<b>\$30,373.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$23,018.00</b>	<b>\$668,164.00</b>	<b>\$835,205.00</b>
<b>Approved Indirect Cost/Operational Rate:</b>								<b>\$0.00</b>
<b>Final</b>								<b>\$835,205.00</b>

