

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	Continuous monitoring of students with IEPs and 504s. Implementation of Retention Teams - all instructors meet with an SAP trained team member to discuss at-risk/struggling learners and to prescribe remediation/strategies to address deficiencies. New FT Special Education Teacher contributes to addressing academic struggles and learning loss. Conduct pre-NOCTI exams to measure student's skills and knowledge in their program of study. Use results to identify any learning gaps due to COVID-19.
Chronic Absenteeism	Weekly attendance meetings with school guidance counselor, special populations coordinator, principal, attendance secretary and instructors to address and track absenteeism. Communicate to sending districts and student's parent/guardain regarding a student's absenteeism. Use student information system to track adsenteeism/tardies to identify students at-risk. Identify why a student is not consistently coming to school. Demonstrate a proactive culture with regards to attendance and catch issues early. Provide additional resources to students/families as to how education can impact their future. Implement truancy elimination plans/student attendance improvement conferences. Implementation of Retention Teams - all instructors meet with an SAP trained team member to discuss at-risk/struggling learners and to prescribe remediation/strategies to address deficiencies.
Student Engagement	Guidance counselor, special populations coordinator and principal conduct observations and check-ins among student population. Use student information system to be proactive in identifying students with unsatisfactory grades, excessive tardies/absenteeism and any discipline issues. Our hands-on environment engages students in their program of study. Our programs are designed to provide real life work senerios that are relevant their interests and future plans.
Social-emotional Well-being	Facilitate relationships with school guidance counselor, special populations coordinator and special education teacher to conduct observations and checks-ins while providing support to students. Guidance counselor is available to provide ongoing support and assistance to all students in need. Improve communication between instructors and guidance department in identifying any student with social or emotional needs. Communicate to sending districts guidance department to ensure the student has additional resources to be successful in school. Implement Student Assistance Program and maintain continuous communication with SAP Teams of the sending districts.
Other Indicators	Conduct Professional Development (professional learning communities, in-service, faculty meetings, etc.) to address other student needs and issues by providing research-based techniques and strategies to improve instruction

	Methods Used to Understand Each Type of Impact
	(teaching and learning).

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
Students from low-income families	Our economically disadvantaged student population is identified at 40%. In collaborations with our sending districts, we ensured that all learners had access to CTE instruction when remote learning was implemented. This included providing necessary technology (laptops, hotspots, etc.) and paper-pencil assignments if necessary. Our school counselor, special populations coordinator, special education teacher and administrators maintain close relationships with the sending districts to identify students at-risk and in need. Summer learning was conducted in July 2021 to help close any educational gap due to COVID-19 and to better prepare returning students for the 21-22 school year. Task progress, assessed in our digital task tracking system, is used to measure the impact of these strategies.
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	Our special populations learners (~30% of our student population) required significant attention during the pandemic. The theory based instruction that made up the majority of the remote work assigned/completed required additional supports that came in the form of personal tutoring provided by our Teaching Assistants and Special Populations Coordinator. Our Teaching Assistants were engaged daily in one-to-one Zoom sessions with our special populations learners. They were also in constant communication with our instructors updating them on our learner's progress. Task progress, assessed in our digital task tracking system, is used to measure the impact of these strategies.

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	Implementation of Retention Teams - all instructors meet with an SAP trained team member to discuss at-risk/struggling learners and to prescribe remediation/strategies to address deficiencies. In addition, the school counselor, special populations coordinator, special education teacher provide check ins with students in need and provide additional resources such as social and emotional support. We feel that these strategies have been very successful as we do not allow students to "fall through the cracks". Our teachers and support staff maintain constant dialogue with regards to student progress and achievement.

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	Track and monitor daily attendance with our student software system. Conduct weekly attendance meetings facilitated by the school counselor, special populations coordinator, principal and attendance secretary. Communicate attendance expectations with sending districts and parents/guardians. Our retention team monitors daily attendance and tracks progress towards attendance goals. Intervene early and flag a student who is absent frequently. Implement student attendance improvement conferences.

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.)

Information was gathered from our administrative team, guidance counselor, special populations coordinator, Superintendents, sending districts and board members. We have discussed plans to use the funds to support a new special education teacher and ventilation system upgrades in several programs throughout the building. These discussions have occurred at monthly Professional Advisory Committee Meetings and monthly (public) Joint Operating Committee 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)**

Discussions with the administrative team, guidance counselor, special populations coordinator, board members, Superintendents and sending districts helped determine the usage of ARP ESSER funds: Hiring a Special Education Teacher and upgrading ventilation in several programs to improve air quality. Our IEP enrollment is 30% which requires more attention and focus on this group of students. This position can provide support to our instructors in implementing IEP's/SDI's, in addition to academic, emotional and social support to our special populations learners. The upgrades to several ventilation systems throughout the building will provide improved air quality for students and staff.

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

Describe the process for development, approval, and making public the CTC Plan for the Use of ARP ESSER Funds. The CTC Plan for the Use of ARP ESSER Funds must be made publicly available on the CTC website and submitted to PDE within 90 days of LEA receipt of ARP ESSER funding, must be written in a language that

parents/caregivers can understand, and must be provided in alternate format upon request by a parent/caregiver who is an individual with a disability. **(3,000 characters max)**

The development of the spending plan was done in coordination with our annual operating budget. The ARP ESSER funds are transparent in the budget as an expense and revenue. These funds have been reviewed with our board members, Superintendents and sending districts so they can anticipate seeing the additional funds for the Special Education Teacher which will be absorbed in local funds once this grant ends. This allows us to make this position sustainable for the future, which contributes to our students completing their program of study successfully. Once this grant is submitted and approved, this will be made available on EWCTC's website. In addition, the Plan for Use of Funds will be submitted to PDE within 90 days of LEA receipt of ARP ESSER funding. The plan will be written in a language that parents/caregivers can understand and will be provided in alternate format upon request by a parent/caregiver who is an individual with a disability.

Section: Narratives - Plan for ARP ESSER Funds

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

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

7. Plan for Funds

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

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

Plan for Funds	Explanation
Access to Instruction	<p>EWCTC has hired a full-time Special Education Instructor to address the impact of lost instructional time due to COVID-19 with any student in need. The ARP ESSER CTC grant will fund the salary and benefits for this position during the 2022-2023 school year. This position helps support economically disadvantaged students which is 40% of our student population in addition to supporting students with individual education plans. This position helps close any educational gaps by assessing student's academic progress and identifying students in need. By funding this additional position we can ensure all vulnerable students and families have the support they need to close all educational gaps. Our most important educational need is to provide quality CTE instruction focusing on the completion of their approved program of study.</p>

Plan for Funds	Explanation
Facilities Improvements	EWCTC plans to use the funds to replace and improve ventilation in several programs/shops. Improving ventilization is an important COVID-19 preventaion strategy that can reduce the number of virus particiles in the air, thus reducing the spread. Improving ventilation also benefits indoor air quality by reducing exposure to products used for cleaning and disinfecting. By upgrading our ventilation systems, we can maintain healthy environments for students and staff.

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	Monitor and track student progress on task lists utilizing online system. Data mine pre-NOCTI and NOCTI exams identifying those areas in need of remediation/reteaching. Utilizing data from sending districts from placement tests and keystones. Monitor IEP goals. Monitor achievement of industry certifications.
Opportunity to learn measures (see help text)	Use our student information software system to track tardiness/absenteeism to address concerns and reduce instructional time lost. Complete student surveys and ensure that all learners have access to instruction when remote learning is prescribed (closure, quarantine, etc.). Provide synchronous and asynchronous learning when in remote environment. Provide instructors technology and professional development that allows for effective remote instruction.
Jobs created and retained (by number of FTEs and position type) (see help text)	We hired a FT Special Education Teacher position during the 2021-2022 school year to support students and their needs. This position works closely with our instructors to promote and manage the growth of all students.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	No ARP ESSER CTC grant funds will be used for any before school programs, after school programs or programs in the summer.
Impact of Student Social and Emotional Needs	Utilize school guidance counselor, special populations coordinator and special education teacher to track student goals and achievement. Collect daily/weekly logs from our special populations coordinator, special education teacher and teaching assistants. Implement Retention Teams to monitor progress of all learners and to provide a direct link for instructors, to the Student Assistance Program.

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
Improve and upgrade ventilation in six programs/shops throughout the building.	Capital Expenditure	200,000.00



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.ewctc.net/cms/lib/PA14000214/Centricity/Domain/1/HealthSafety092121.pdf>

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

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$335,239.00

Allocation

\$335,239.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1300 - CAREER AND TECHNICAL EDUCATION	100 - Salaries	\$99,021.00	Fund the salary for a new FT Special Education Instructor position for the 22-23 school year.
1300 - CAREER AND TECHNICAL EDUCATION	200 - Benefits	\$58,595.00	Fund the benefits for a new FT Special Education Instructor position for the 22-23 school year.
		\$157,616.00	

Section: Budget - Support and Non-Instruction Expenditures

BUDGET OVERVIEW

Budget

\$335,239.00

Allocation

\$335,239.00

Budget Over(Under) Allocation

\$0.00

SUPPORT AND NON-INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	400 - Purchased Property Services	\$177,623.00	Upgraded Ventilation in 6 Programs/Shops, ie: Welding, Automotive, Culinary, Digital Media, Cosmetology, Masonry.
		\$177,623.00	

Section: Budget - Budget Summary
BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1300 CAREER AND TECHNICAL EDUCATION	\$99,021.00	\$58,595.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$157,616.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$177,623.00	\$0.00	\$0.00	\$0.00	\$177,623.00
	\$99,021.00	\$58,595.00	\$0.00	\$177,623.00	\$0.00	\$0.00	\$0.00	\$335,239.00
Approved Indirect Cost/Operational Rate:								\$0.00
Final								\$335,239.00

