

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	<p>School closure in March of 2020 led to online, asynchronous learning for students for the remainder of that school year. CTE instruction was virtually halted. Students were able to complete theory lessons from text books, but hands on learning was nonexistent. Much of the 2020-21 school year was spent in virtual learning or a hybrid learning model where students had limited time for in person instruction. Because the majority of our career and technical education programs require access to the tools and equipment in the classroom/labs, students did not receive the skills instruction they would have in a normal school year. At the beginning of this year, teachers continued to teach on grade level, while adding in the missed knowledge and skills from last year. That has slowed down instruction and we are not on pace with where a student would normally be in their respective programs. Teachers have reported that students are at least a year or two behind where the typical student at the 11th or 12th grade level is at this time of year. We compared the number of industry certifications earned by students in 2020-21 to previous years; they were down 37% from 2019-20 and 67% from 2018-19. In addition, many of our students failed online academic classes last year, also putting them off track for graduation. To complicate matters further, over 200 CTE students have opted for the district's cyber program since the beginning of the year for various reasons - being behind in credits, rising COVID numbers, quarantines, etc. Very few of these students have opted to remain in their CTE courses.</p>
Chronic Absenteeism	<p>Prior to school closures in March of 2020, the average daily attendance at Erie High was 83%. The following year, only CTE students were permitted in the building, one day per week per grade level for first quarter. The remaining students were all virtual. School closed again on November 4, 2020 until the first week of February 2021, when CTE students were permitted back in the building. In person attendance in February dropped to about 60% of what it was in September. All students were permitted back to in person instruction in April of 2021. Average Daily Attendance for school year 2020-21 as down to 73%. Pre-pandemic, in 2018-19, we had 51% of our students considered chronically absent (missed 18 days or more). In 2019-20, that number was reduced to 29% partly because of the adjusted attendance requirements from March 15-June 10. Last year (2020-21), 63% of our students were considered chronically absent. This year, for first semester, our chronic absenteeism is at 29% (students who missed 18 days or more). Considering we have only been in school for one semester, the number of students who have missed 9 days or more this year is 52%.</p>
	<p>Currently, 73% of students at Erie High are failing at least one class. Of the current 10th grade students, 77% are not on track to graduate (earned less</p>

	Methods Used to Understand Each Type of Impact
Student Engagement	<p>than 8 credits last year). There are 79% of current 11th grade students who have earned less than 16 credits (8 in 9th grade and 8 in 10th grade) and are not on track to graduate. Of the seniors, 43% of students are behind in credits. Overall, 68% of 10th, 11th and 12th grade students are not on track to graduate. Students did not earn the required credits over the last several years. Students indicate they did not like doing work online and preferred in person classes. Now that students are back to in person instruction, many indicate they feel they are behind and are giving up.</p>
Social-emotional Well-being	<p>We have a variety of after school programs and clubs to help students engage and socialize. We also have a Student Assistance Program (SAP) that students can access. Teachers can refer students (or students can refer themselves) for a variety of assistance, including academics, peer issues, home issues, drug and alcohol issues, or attendance issues.</p>
Other Indicators	<p>We are struggling to find qualified teachers to fill open positions as well as substitute teachers.</p>

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
<p>Students from low-income families</p>	<p>The District realized early in the pandemic that many of our families who are from low-income households would struggle with on-line learning due to the lack of technology. The District made a commitment to provide a device (chromebook or iPad) for every student in the District. Additionally, any family that did not have internet was given the chance to receive a hotspot so on-line learning could take place. Schools delivered chromebooks, iPads and hotspots to the homes of those families lacking transportation to secure the technology. In addition, we realized the need for a common online learning platform for both students and teachers. We contracted with Schoology to provide the student learning management.</p>
<p>Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])</p>	<p>Because of the hands-on focus of career and technical education, CTE students were permitted to attend their CTE lab in person, one day per week for the entire day, beginning with the 2020-21 school year. Other than being shut down during second quarter of that year, all CTE students, including those</p>

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
	with disabilities, had this opportunity. By April of 2021, all students had the option to return to full time, in person, instruction.
English learners	Because of the hands-on focus of career and technical education, CTE students were permitted to attend their CTE lab in person, one day per week for the entire day, beginning with the 2020-21 school year. Other than being shut down during second quarter of that year, all CTE students, including EL students, had this opportunity. By April of 2021, all students had the option to return to full time, in person, 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	Because of the hands-on focus of career and technical education, CTE students were permitted to attend their CTE lab in person, one day per week for the entire day, beginning with the 2020-21 school year. Other than being shut down during second quarter of that year, all CTE students, had this opportunity. By April of 2021, all students had the option to return to full time, in person, instruction.

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 district formed a variety of committees to engage stakeholders in developing a facilities renovation plan for its aging buildings. These committees consisted of district staff, parents, students, and community members. A plan was developed to make all buildings "warm, safe and dry". The focus of this plan was roof replacements, structural repairs, upgrades to heating and cooling systems, window and door replacements. With the onset of COVID 19, some of the priorities were adjusted to mitigate and prevent the spread of COVID, including the ventilation upgrades and door and window replacement.

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 district used stakeholder input to develop a multi-year facilities plan to address concerns at a number of district facilities. The upgrade of the HVAC and ventilation system at Erie High did include the CTE area, but it does not include replacement of the original windows from 1957. The replacement of windows in the CTE area follows the facilities plan and allows for additional ventilation in the CTE labs and classrooms.

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 CTE plan for the use of ARP/ESSER funds will be presented to the Board of Directors. Once approved, it will be posted on the District's home page. Alternate formats will be made available by request and 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
Facilities Improvements	The CTC classrooms located at Erie High School have the original windows which were installed when the building was erected in 1957. They are no longer operational, are not energy efficient and will not assist the district in the mitigation efforts towards COVID-19. The planned use for these funds include removal and replacement of all exterior windows in the CTC classrooms in the building. The new windows will allow the classrooms to receive natural fresh air and ventilation in those classrooms which will assist in decreasing the spread of COVID-19 in those classrooms. For a project of this size architectural and engineering work will be required.
Other, i.e summer school, extended day, and staffing	The indirect cost rate for this project will be used to assist defer the 6% of the total project fee which the district architects and engineers charge.

Plan for Funds	Explanation

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	Individual student grades are monitored by program instructors. Building level Instructional Leadership teams (ILTs) meet bimonthly to review school data. School administration monitors student performance quarterly. Seniors in CTE complete the National Occupational Competency Testing Institute (NOCTI) end of course exams. End of year data is collected via PIMS reporting for specific CTE categories including graduation rate, Keystone performance, nontraditional enrollment, credentials earned and skill attainment. All of these data can be disaggregated and compared to previous year's data to determine learning loss.
Opportunity to learn measures (see help text)	Student engagement can be measured through student performance in class, number of credentials earned and NOCTI performance. The district invested in one-to-one technology, providing all students a chromebook, as well as internet access to those families who needed it. The district has also provided professional development for teachers on the effective use of Schoology and Zoom for instruction. Through other grant funding, Career and Technical Education Teachers were all provided a Promethean Titanium Activpanel, with professional development being scheduled.
Jobs created and retained (by number of FTEs and position type) (see help text)	There are no full time positions begin created or retained with these funds.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	While the high school level is not currently offering any ARP/ESSER funded after school programs, there are summer programs being developed. CTE is specifically looking into offering summer camps for middle and high school students. We can track enrollment/participation in these programs and evaluate their effectiveness by tracking the performance in 2022-23 of the students who participated (i.e., did they enroll in a CTE program, how are they performing compared to peers). All of these data can be disaggregated and analyzed.
Impact of Student Social and Emotional Needs	We can collect data on attendance, behavior referrals, SAP program referrals and student enrollment (whether or not students are staying in CTE). All of these can be disaggregated and compared to pre-COVID years for analysis.

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
C Wing Exterior Window Replacement	Construction	The scope of this work is to replace the existing exterior windows in the C Wing of Erie High, specifically the exterior windows in the existing Career and Technical Education classrooms of Erie High School

Name of Proposed Project	Type of Project	Brief Description of Proposed Project
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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.eriesd.org/Page/1>

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

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$720,313.00

Allocation

\$720,313.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
		\$	
		\$0.00	

Section: Budget - Support and Non-Instruction Expenditures

BUDGET OVERVIEW

Budget

\$720,313.00

Allocation

\$720,313.00

Budget Over(Under) Allocation

\$0.00

SUPPORT AND NON-INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	300 - Purchased Professional and Technical Services	\$700,576.42	Construction cost for exterior window replacement in the CTC classrooms
5000 - OTHER EXPENDITURES AND FINANCING USES	900 - Indirect Costs Rate	\$19,736.58	Indirect Cost Rate
		\$720,313.00	

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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
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	\$700,576.42	\$0.00	\$0.00	\$0.00	\$0.00	\$700,576.42
	\$0.00	\$0.00	\$700,576.42	\$0.00	\$0.00	\$0.00	\$0.00	\$700,576.42
Approved Indirect Cost/Operational Rate: 0.0274								\$19,736.58
Final								\$720,313.00

