Section: Narratives - Program Description

INTRODUCTION

Under the Elementary and Secondary School Emergency Relief II Fund (ESSER II), authorized by the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, the Pennsylvania Department of Education (PDE) awards grants to School Districts and Charter Schools to address the impact that Novel Coronavirus Disease 2019 (COVID-19) has had, and continues to have, on elementary and secondary schools across the state.

Please note: ESSER II funds **cannot** be used for: 1) subsidizing or offsetting executive salaries and benefits of individuals who are not employees of the LEAs, or 2) expenditures related to state or local teacher or faculty unions or associations. ESSER II funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.

*ESSER II funds are not Title I funds and as such, are not subject to Title I rules.

Please explain how the LEA will determine its most important educational needs as a result of COVID-19. (3000 characters max)

The district will work with the staff to determine the areas of need with a particular focus on student and staff health and safety, impacts on learning and learning environments, supporting student and staff needs, identifying and addressing mental and behavioral health, and addressing the disruption to normal educational functions respectively due to the COVID-19 pandemic.Health and safety concerns, and mental and behavioral health of staff and students, due to the COVID-19 pandemic, will be assessed through building surveys conducted by the district administration, facilities staff, and school counselors. Outside evaluators will also assist in identifying physical obstacles to maintaining a safe and healthy environment during the COVID-19 pandemic.Disruptions to the educational process as a result of COVID-19, associated learning impacts, and increased needs for student support in instruction will be explored through all available data to identify areas of need and to prioritize how those areas of needs are to be addressed. Available data will include, but may not be limited to, state testing results from the 2020-2021 school year, CDT data, STAR data, F&P data, ImagineMath data, and DIBELS data. All data sources (with the exception of PSSA and Keystones) will be pulled from the 2019 school year through the 2021 school year. Previous data and a needs assessment were also used to complete a Comprehensive Literacy Plan for the district.

Please explain the LEA(s) proposed timeline for providing services and assistance to students and staff. (3000 characters max)

The district will be purchasing UV Air Filters in order to keep classrooms safe and healthy, and mitigate the impact of COVID-19, for used during the 2021-2022 school year.Additional technology (chromebooks, laptops, portable battery chargers, WIFI access points) will be purchased to support the needs of students for remote and in-classroom learning as impacted by COVID-19 for the 2021-2022 school year. In addition, modifications will be made to the existing library space at the Middle-Senior High School during the 2021-2022 school year to

accommodate remote learners, those students who engage with virtual and cyber courses, and those students who need a safe, quiet space to access due to COVID-19 related anxiety and mental health impacts.The district will purchase professional development consulting and instructional materials to support student learning in the area of literacy, that has been impacted by the COVID-19 pandemic, as soon as possible. Upon grant approval, the district would make the purchase of these materials to have them available for use at the earliest possible time for student use. The professional development services will be purchased to begin deployment for the 2021-2022 school year.The district will hire an additional Kindergarten teacher, as well as additional behavioral specialists for grades K-2 to support the increased academic and behavioral needs for the 2021-2022 and 2022-2023 school years which have resulted from the COVID-19 pandemic.

Please explain the extent to which the LEA intends to use ESSER II funds to promote remote learning. (3000 characters max)

The LEA intends to use ESSER II funds to promote remote learning by purchasing and maintaining technology and technology accessories which include Chromebooks, laptops portable batteries and charging cables, wireless access points. This additional technology will support students not only in the classroom when face-to-face collaboration is not possible due to COVID-19 restrictions, but in the event students and teachers need to pivot to remote and virtual learning environments. In addition, the Middle-Senior High School library space will be modified to support students who choose to engage in remote learning, but still desire access to the physical school building for support from teachers, counselors, or administration. This enhanced space will improve student engagement in our distance learning environments, provide increased mental health services and supports to students, and provide a safe space with reduced risk of virus transmission.

Please describe how the LEA intends to assess and address student learning gaps resulting from the disruption in educational services. (3000 characters max)

During the 2020-2021 school year, the district completed a Comprehensive Literacy Plan. This plan included using existing data and a needs assessment in developing goals and an action plan in areas such as professional development, instruction, assessment, and leadership. Learning gaps as revealed by data and through anecdotal feedback in the needs assessment were taken into account in this process.Disruptions to the educational process as a result of COVID-19 will be explored through all available data to identify areas of need and to prioritize how those areas of needs are to be addressed. Available data will include, but may not be limited to, state testing results from the 2020-2021 school year, CDT data, STAR data, F&P data, ImagineMath data, and DIBELS data. All data sources (with the exception of PSSA and Keystones) will be pulled from the 2019 school year through the 2021 school year. In order to address the gaps in literacy proficiency that have been identified, the district will purchase instructional materials designed to support literacy instruction tailored to students' individual reading levels.

Please describe the LEA(s) proposed procedures for evaluating local COVID-19 impacts in relation to education programming and delivery. (3000 characters max)

Areas of emphasis should include:

- Documenting learning loss associated with extended school closure;
- Outlining the development of local continuity of education plans over the course of emergency response efforts; and
- Detailing supports for vulnerable student populations and families.

Evaluations of COVID-19 in relation to programming will be explored through all available data to identify areas of need and to prioritize how those areas of needs are to be addressed. Available data will include, but may not be limited to, state testing results from the 2020-2021 school year, CDT data, STAR data, F&P data, ImagineMath data, and DIBELS data. All data sources (with the exception of PSSA and Keystones) will be pulled from the 2019 school year through the 2021 school year.Evaluations of COVID-19 in relation to the delivery of instruction will be undertaken with the intent of getting students back into school buildings as quickly as health protocols will permit. To that end, the district has assessed its buildings through an outside contractor (Trane) and found a need to replace and upgrade the HVAC equipment in each building in order to allow airflow and handling to provide a safe environment for students to return to in-person learning.

Please describe the LEA core set of strategies that will be used to guide local investment of ESSER II funding, associated with short-range (*i.e.*, remainder of the 2020-21 school year) and long-range (2021-22 and 2022-2023 school years) timelines. (3000 characters max)

These strategies may entail the establishment, scale-up, refinement, or evaluation of remote learning, as well as strategies for school-based teaching and learning responsive to conditions related to the pandemic. LEAs will be asked to outline how limited, ESSER II funding may support these initiatives and how these funds might interact with other federal funding, including enhanced Title IV flexibility, to ensure strategic and sustainable use of funds.

The primary strategy the district will use in employing ESSER II funding will be focused on maximizing long-term supports and impact through the one-time investment of money.The UV Air Filters for the buildings for the district will have the short-range goal of getting students back to in-person learning as quickly and healthfully as possible. The long-term goal for the use of the air filters remains the same as the short-term.The purchase of literacy support and materials will have a short-term goal of erasing some of the anticipated gaps in achievement created by learning lost during the pandemic. The timeline for this purchase would also be over the summer of the 2020-2021 school year. It would be made with the intent to begin professional development for staff beginning in the 2021-2022 school year and extend over the next four years. Additionally, the literacy materials would be purchased over the summer of 2020-2021 to be cataloged and deployed in conjunction with the professional development over the next four years. The long-term goal for the investment is to improve the overall literacy programming as part of the district's Comprehensive Literacy Plan developed using assessment data and a needs assessment. The combined professional development and materials are an investment meant to create long-term learning gains for literacy.The technology purchased in the 2020-2021 school year has the short term goal of providing equal access for all students and teachers during times of required remote learning. The long-range impact of the purchase of this technology has the same goal as the short-term. In

addition, technology purchased will continue to support student access to learning inside and outside of the physical classroom through the 2022-2023 school year and beyond.The additional Kindergarten staff and Behavioral Health staff added during the 2021-2022 school year has the immediate short-term goal of providing additional instructional, mental, and behavioral health supports to students in grades K-2. The long-range goal of these additional supports is the same as the short-range goal: to support the additional instructional, mental, and behavioral health of students in grades K-2 through the 2022-2023 school years.The initial investment made into the modifications of the Middle-Senior High School library space has the short-range goal of supporting students who engage in remote, virtual, and cyber learning programs. This support will be provided during the 2021-2022 school year and will continue through the 2022-2023 school year, with the long-range goal of increasing student engagement in remote learning and further supporting the mental health and instructional success of students in those programs. In addition, the long-range goal of the modified library space is to provide a safe, healthy, welcoming environment for students who have been impacted by the COVID-19 pandemic.

Please describe specific plans, measures, and longer-term evaluative strategies concerning student learning gaps - as well as opportunity to learn factors - stemming from COVID-19. (3000 characters max)

The district's use of funding to execute the Comprehensive Literacy Plan includes a focus on long-term literacy outcomes. A significant portion of the plan addresses professional development for both instruction and assessment of literacy. The dual focus here allows the district to accurately gather data as well as to have the professional learning and support to analyze the data. The professional development will also assist staff in identifying and prioritizing learning gaps coupled as well as support to deliver instruction to target and close those gaps.The opportunities to learn have been numerous. The Comprehensive Literacy Plan was completed in a fully virtual environment. It includes an understanding of what the district had learned about delivering virtual literacy instruction. The staff has now had the opportunity to identify virtual supports that can help students move forward with literacy both independently and with direct supervision. These opportunities help in providing a flexible and responsive literacy learning environment to students in the years ahead. It also highlighted the previous conclusions that more professional development is needed to continue to improve all literacy instruction to help mitigate any possible future disruption to learning for students.

Section: Narratives - Allowable Usage of Funds

ALLOWABLE USAGE OF FUNDS

Check the box before each intended acceptable use classification your LEA is applying to use ESSER II funds to support.

For additional information on cleaning and sanitizing your LEA, please visit the following resources:

CDC - Disinfectant Decision Tool website

CDC - Cleaning Guide website

*If your LEA is spending in an area authorized by the ESEA of 1965, please select option (1), then specify which sub-program(s) will be included by selecting from options "A - L".

☐ **(1) Any activity authorized by the ESEA of 1965.**

☐ **-(1a) Title I, Part A (Improving Basic Programs Operated by LEAs; Section 1003 school improvement)**

☐ **-(1b) Title I, Part C (Education of Migratory Children)**

☐ **-(1c) Title I, Part D (Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At Risk)**

☑ **-(1d) Title II, Part A (Supporting Effective Instruction)**

☐ **-(1e) Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement)**

☐ **-(1f) Title IV, Part A (Student Support and Academic Enrichment Grants)**

☐ **-(1g) Title IV, Part B (21st Century Community Learning Centers)**

☐ **-(1h) Title V, Part B (Rural and Low-Income School Program)**

☐ **-(1i) Subtitle B of title VII of the McKinney Vento Homeless Assistance Act**

☐ **-(1j) The Individuals with Disabilities Education Act (''IDEA'')**

☐ **-(1k) The Adult Education and Family Literacy Act**

☐ **-(1l) The Carl D. Perkins Career and Technical Education Act of 2006 (''the Perkins Act'')**

☐ **(2) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.**

☑ **(3) Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. See help text for example.**

☐ **(4) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.**

☐ **(5) Developing and implementing procedures and systems to improve the preparedness**

and response efforts of local educational agencies. See help text for example.

☐ **(6) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases. (For helpful tips on cleaning and sanitizing your LEA, please visit CDC's website, links are provided in the question text above.) **Purchases of Personal Protective Equipment (PPE) are allowable, if not already purchased using ESSER.****

☑ **(7) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.**

☐ **(8) Planning for and coordinating during long-term closures, including how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.**

☑ **(9) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.**

☑ **(10) Providing mental health services and supports.**

☐ **(11) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.**

☑ **(12) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care.**

☐ **-(12a) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.**

☑ **-(12b) Implementing evidence-based activities to meet the comprehensive needs of students.**

☐ **-(12c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.**

☐ **-(12d) Tracking student attendance and improving student engagement in distance education.**

☑ **(13) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.**

☐ **(14) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.**

☐ **(15) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.**

Based on your selections above, please complete the table by identifying categories of usage, and providing a description of how your LEA will utilize the funds. The description has a maximum of 1000 characters.

For consortium applications, please include a line for each applicable LEA/Usage combination

LEA Name	Allowable Usage of Funds	Description (1000 max characters)
Antietam School District	(12) Addressing learning loss among students...	The district will contract with consultants from Kutztown University for providing professional development in literacy as part of the Comprehensive Literacy Plan. The professional development will focus on literacy instruction and assessment with a particular focus on addressing learning loss over the last year and a half.
Antietam School District	(3) Providing principals and others school leaders with the resources…	The district will purchase literacy materials to be used in conjunction with the professional development in literacy to address learning gaps.
Antietam School District	-(1d) Title II, Part A (Supporting Effective Instruction	The district will employ an additional Kindergarten teacher to support the increased academic needs of Kindergarten students.
Antietam School District	(7) Purchasing supplies to sanitize and clean…	The district will purchase UV Air Filters to maintain and improve air quality standards.
		The district will purchase additional technology and

LEA Name	Allowable Usage of Funds	Description (1000 max characters)
Antietam School District	(9) Purchasing educational technology…	technology accessories, including wifi access points to support students and teachers with virtual and distance learning.
Antietam School District	(10) Providing mental health services and supports.	The district will employ behavior specialists to support the increased mental and behavioral health needs of students in grades K-2.
Antietam School District	-(12b) Implementing evidence-based activities.....	The district will purchase literacy materials to be used in conjunction with the professional development in literacy to address learning gaps.
Antietam School District	(13) School facility repairs and improvements....	The district will modify the current Middle Senior High School library space to accomodate and support virtual, distance, and cyber learning students.
Antietam School District	(14) Projects to improve the indoor air quality in school facilities...	The district will purchase UV Air Filters to maintain and improve air quality standards.

Section: Narratives - ESSER II Fund Assurances

ESSER II FUND ASSURANCES

LEAs that receive more than $150,000 in CRRSA Act funds will complete quarterly FFATA reports, including the following data: (LEAs receiving less than $150,000 please select 'NO')

- The total amount of funds received, the amount spent or obligated for each project or activity,
- A detailed list of all projects or activities supported with CRRSA Act funds including:
  - Name
  - Description
  - Estimated number of jobs created or retained (where applicable)
- Detailed information on subcontracts and subgrantees, including FFATA data elements, as prescribed by OMB.

Yes

LEA will, to the greatest extent practicable, continue to compensate its employees and contractors during the period of any disruptions or closures related to COVID-19 in compliance with section 315 of Division M of the CRRSA Act. In addition, each entity that accepts funds will continue to pay employees and contractors to the greatest extent practicable based on the unique financial circumstances of the entity. CRRSA Act funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.

Yes

The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

Records pertaining to the ESSER II Funds, including financial records related to use of grant funds, will be retained separately from those records related to the LEA's use of ESSER Funds.

Yes

LEA maintains inventory records, purchase orders and receipts for equipment (over $5,000) purchased, Computing Devices, Special Purpose Equipment ($300 - $4,999), and will conduct a physical inventory every two years. Please note: Inventory of equipment purchased with federal funds must be broken out by funding source.

Yes

The LEA will comply with all reporting requirements, including those in Section 15011 of the CARES Act

and section 313(f) of the Division M of the CRRSA Act and submit required quarterly reports to the SEA at such time and in such manner and containing such information as the SEA may subsequently require.

The report must provide a detailed accounting of the use of funds, including how the LEA is using funds to measure and address learning loss among students disproportionately affected by coronavirusand school closures, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care. The SEA may require additional reporting in the future. (See also 2 CFR 200.328-200.329).

Yes

Any LEA receiving funding under this program will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).

Yes

To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.

Yes

Section: Narratives - ESSER II Reporting

USES OF FUNDS

LEAs may be required to track the following expenses if they were selected in the Usage of Funds section.

- Purchasing educational technology (including hardware, software, and connectivity), which may include assistive technology or adaptive equipment
- Activities focused specifically to addressing the unique needs of low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth
- Providing mental health supports and services
- Sanitization and minimizing the spread of infectious diseases, including cleaning supplies and staff training to address sanitization and minimizing the spread of infectious diseases
- Summer learning and supplemental afterschool programs
- Other (uses of funds not included above)

I understand that I may have to report on the requirements listed above.

Yes

HOME INTERNET ACCESS

LEAs may be required to report on the types of services provided if funds were spent on home internet access (purchasing educational technology which includes connectivity) for students. Types of services may include any or all of the following:

- Mobile hotspots with paid data plans
- Internet connected devices with paid data plans
- District pays for the cost of home Internet subscription for student
- District provides home Internet access through a district-managed wireless network

I understand that I may have to report on the requirements listed above.

Yes

LEARNING DEVICES

LEAs may be required to report on the number of students that received devices per grade span (elementary vs. secondary) and the proportion based on total enrollment if funds were spent on learning

devices for students.

I understand that I may have to report on the requirements listed above.

Yes

STUDENT PARTICIPATION AND ENGAGEMENT

LEAs may be required to report on all methods used to document student participation and engagement during remote learning if funds were used to develop, initiate and/or implement remote learning. Methods may include any or all of the following:

- Submission of assignments
- Participation in assessments
- Tracking student logins to online learning platforms
- Participation in individual coaching or check ins
- Participation in email, text or other electronic communication
- Participation in help lines or hot lines for help with remote learning
- Participation in synchronous online classes
- Other

I understand that I may have to report on the requirements listed above.

Yes

FULL TIME EQUIVALENT POSTIONS (FTE)

LEAs may be required to report the number of full-time equivalent (FTE) positions employed in the LEA. *(The number of FTE positions includes all staff regardless of whether the position is funded by Federal, State, local, or other funds—and equals the sum of the number of full-time positions plus the full-time equivalent of the number of part-time positions.)*

I understand that I may have to report on the requirements listed above.

Yes

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

$1,217,490.00

Allocation

$1,217,490.00

Budget Over(Under) Allocation

$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	$155,488.00	Literacy materials including classroom libraries, below benchmark libraries and phonics support materials.
1000 - Instruction	600 - Supplies	$492,463.00	Educational technology including laptops, chromebooks, wireless access points, portable batteries and charge cables
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	$370,102.00	Behavior specialists and technicians.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$91,650.00	Salary for an additional teacher at MPPC for 21-22 & 22-23
1100 - REGULAR			Benefits for an

Function	Object	Amount	Description
PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$13,647.00	additional teacher at MPPC for 21-22 & 22-23
		$1,123,350.00	

Section: Budget - Support and Non-Instruction Expenditures

BUDGET OVERVIEW

Budget

$1,217,490.00

Allocation

$1,217,490.00

Budget Over(Under) Allocation

$0.00

SUPPORT AND NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$42,000.00	Two-year contract with Kutztown University literacy consultants to provide professional development and coaching support.
2200 - Staff Support Services	600 - Supplies	$30,000.00	Outfitting the library to be a virtual learning space
2600 - Operation and Maintenance	600 - Supplies	$22,140.00	UV Air Filters
		$94,140.00	

Section: Budget - Budget Summary

Display a read-only table showing total budget and allocation amounts.

Budget

$1,217,490.00
Allocation

$1,217,490.00

Budget Over(Under) Allocation

$0.00

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	$647,951.00	$0.00	$647,951.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	$91,650.00	$13,647.00	$0.00	$0.00	$0.00	$0.00	$0.00	$105,297.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	$0.00	$0.00	$370,102.00	$0.00	$0.00	$0.00	$0.00	$370,102.00
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								

	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
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	$42,000.00	$0.00	$0.00	$30,000.00	$0.00	$72,000.00
2300 SUPPORT SERVICES – ADMINISTRATION	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
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	$22,140.00	$0.00	$22,140.00
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

	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
3200 Student Activities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3300 Community Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
	$91,650.00	$13,647.00	$412,102.00	$0.00	$0.00	$700,091.00	$0.00	$1,217,490.00
				Approved Indirect Cost/Operational Rate: 0.0000				$0.00
							Final	$1,217,490.00