

## **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 CPSD used a variety of sources to determine its most important educational needs as a result of COVID-19. The superintendent shared information with the Board in public meetings about situations and issues that surfaced around COVID-19. This included academic and attendance data, teacher feedback, and parent concerns. A survey was posted on the CPSD website and sent to staff members for all stakeholders to complete to identify priority needs. Parents attended Board meetings and shared concerns about their own children. Teachers also completed surveys at the end of the 2020-21 school year to identify their technological and professional development needs. Administrators and teachers also reviewed academic data that is available from Measures of Academic Progress from fall, winter, and spring 2020/21, 2021 PSSA scores and Keystone scores, attendance records from 2020/21, guidance reports, and SAP records to determine the most important needs. Additionally, there is incomplete data on some students that learned remotely. Parents opted students out of taking PSSAs and MAP assessments. Attendance was also an issue, especially in junior/senior high school. This was even more prevalent when the entire District was remote or for students who chose remote learning for the entire year. Six students had to complete credit recovery courses in the summer, and one student's parent opted to have him repeat the entire seventh-grade year. The CPSD was fully remote for approximately seven weeks during the 2020-21 school year due to increased COVID cases. Because of a two-week quarantine due to a staff member who tested positive for COVID, grades one and two were required to be remote for an additional two weeks. Learning loss was attributed to primary students for whom remote learning wasn't effective, especially those who lacked parental support at home. Primary students also received a shortened amount of direct instruction when learning remotely, appropriate for their age. Teachers and parents at the elementary school expressed an increase of sadness and anxiety among children due to the isolation during closures. A contributing factor for some children was the lack of exercise or brain stimulation derived from in-person physical education classes and recess on a functional playground. Finally, teachers said the lack of collaboration among students was a contributing factor to learning loss.

Students didn't collaborate to the level that they normally do during face-to-face learning, especially at the high school due to social distancing. It was also difficult to connect in-person and remote students and the teacher in real-time collaboration with the antiquated Promethean boards. High school teachers also suggested that students would benefit greatly from touchscreen tablets that allow easier interaction with the instructional programs, especially in math and science.

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

The proposed timeline for providing services, assistance, and resources to students and staff is during the current 2021 school year and the 2022 school year. In order to keep primary class sizes small, it's imperative to keep the current number of teachers in place for the next two years in order to provide the necessary support to close gaps for students in the primary grades. In order to provide elementary students the opportunity to access fresh air and exercise (which research supports as important to stimulating brain function and growth), a new playground will be built. The current playground is more than 20 years old and is used by both the students and community of the Commodore Perry School District; however, over the past few years different parts of it have needed to be repaired and some are no longer safe. The tire swings have attracted bees and must be removed due to a number of bee stings this year. The sliding board has detached and has been welded for a temporary fix. Additionally, a playground inspector has identified numerous safety issues that will make it unusable for children without repair, and the repairs that have been made do not last. A new playground will be installed in the 2021-2022 school year. To support collaboration, both in-person and remote, the CPSD has purchased two different resources for the 2021-22 school year. First, Node chairs were purchased for students in the junior/senior high school to provide the opportunity for students to safely collaborate with minimal effort. Node chairs have wheels that make them highly mobile and a 360 degree swivel seat so that students can move and/or turn to each other to collaborate from a safe distance. Next, BenQ Interactive Display systems were purchased for teachers to allow students to actively participate in their learning together regardless of whether they are in-person or remote. To support program interaction for math and science students, Lenovo Duet touchscreen tablets were purchased for the freshman class who will be assigned the tablet for their four years in high school. Additional screens were also purchased for accidental damage to the screens.

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

The CPSD intends to use ESSER II funds to promote remote learning by providing engaging technology for classroom teachers to connect with students who are both in-person and remote. BenQ Interactive Display systems will promote interactive learning for both in-person learners as well as remote learners. Specifically, this will be used with one student who is unable to attend due to a medical condition. She will be able to interact with her peers to assist with her emotional and social needs. Twenty-five BenQ systems will be purchased for teachers in both the elementary and junior/senior high schools. The addition of Lenovo Duet touchscreen tablets will also assist anytime students need to be remote.

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

After reviewing all the information, a major concern for CPSD was primary students' learning gaps. CPSD was fully remote for approximately seven weeks during the 2020-21 school year due to increased COVID cases. Also, because of a two-week quarantine, grades 1 and one class of grade 2 had to be remote for an additional two weeks. Learning loss or gaps were attributed to primary students who remote learning wasn't effective, especially those who lacked parental support. Primary students also received a shortened amount of direct instruction when learning remotely (age appropriate) compared to in-person learning. Primary teachers also reported at the start of the current 2021-2022 school year that students in the primary grades are experiencing greater difficulty in attending to directives and direct instructions. It is imperative that these students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care continue to learn in small class sizes and receive support that will allow them to close the gaps in their learning. Ensuring CPSD is able to maintain its current number of teachers in primary grades is essential to addressing this issue. The lack of collaboration between students identified by teachers during in-person learning will be addressed by the purchase of mobile desks. The second way it was evidenced was in the inability to connect in-person students, remote students, and the teacher in real-time collaboration with the antiquated Promethean boards. Because some high-risk students must continue remote learning, providing teachers with the technology to enable them to make the connections between remote and in-person learners is critical to assist in not only the academic needs of students but also the social and emotional needs of the remote learners so they feel connected to their classmates and teachers. Purchasing advanced digital display technology will address this issue. The touchscreen Lenovo Duet tablets will also assist in accelerating learning as students can interact more effectively with the software programs. Also, for elementary students to play outside in the fresh air and increase brain function through movement (leading to increased mental focus and the ability to follow directions), a new playground will be purchased. Parts of the current playground are not safe as per an inspector. The recommendation is to remove or replace it. Exercise and fresh air are critical for the mental and physical health of students.

**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.

As mentioned previously, the CPSD has reviewed data from a variety of sources indicating learning loss or lack of growth from the extended school closure. Based on the data, feedback and concerns expressed, the CPSD will focus ESSER II funds on primary student learning,

collaboration opportunities, improvement of in-person and remote learning through advanced technology, and a safe outdoor structure to facilitate fitness and brain function for elementary students. Local impact will be evaluated through a variety of sources. Impact of maintaining teachers in primary grades will be measured by student growth data that will be collected and evaluated through AIMS Web and MAP assessments, as well as Reflex Math and Accelerated Reader programs that measure math fact fluency and reading levels. Student engagement through the use of the digital display boards and the NODE chairs will be assessed through teacher and student feedback, as well as indicators of student growth on previously identified assessments. Finally, feedback from elementary teachers and students as well as data from local assessments will provide evidence of increased student engagement after students have had the opportunity to interact and exercise on the new playground.

**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 strategies that will be used to guide CPSD's investment of ESSER II funding will be focused on four areas: primary learners, advanced technology to enhance learning for both in-person and remote learners, collaborative seating for high school students, and a new playground for elementary students. 2021-2022 and 2022-2023 school years: Support primary students' learning, specifically first, second, and third grades who were impacted by the closure of schools in the 2019-2020 and 2020-2021 school years by maintaining the current number of teachers and a dedicated aide to keep class sizes small and provide assistance to those students that need the most support. 2021-2022 school year: Provide advanced technology (BenQ digital display boards) to teachers to increase engagement for both students in the classroom and those learning remotely. 2021-2022 school year: Provide Lenovo Duet touchscreen tablets to the freshman class to increase engagement and effectiveness of online learning. 2021-2022 school year: Provide NODE mobile chairs for high school classes to increase safe collaboration for students in the classroom. 2021-2022 school year: Build a new elementary school playground.

**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)

As COVID continues to be a factor in schools as the 2021-2022 school year begins, whether it's students' absences due to positive COVID cases, quarantines from close contacts, remote learning by parent choice or medical necessity, etc. student learning will continue to be impacted. It is the intent of the CPSD to focus on student learning and growth. The focus on small class sizes and supports in the primary grades will be key. Using assessment measures such as tracking absences, MAP assessment growth, local assessments, PSSA and Keystone

assessment scores, and the student success rate of remote learning with CPSD teachers facilitating will assist in evaluating the effectiveness of our strategies to close learning gaps. The advanced technology of the BenQ display boards and the Lenovo Duet tablets will also contribute to the connections that teachers can make if/when students need to be remote. Additionally, students having the opportunity to learn collaboratively with each other safely using the NODE chairs will assist in deeper understanding that can contribute to growth as measured on the local and state assessments. Finally, the elementary students will have the opportunity to access a new playground to increase their coordination skills, brain function and growth, and fitness capacity.

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)
Commodore Perry School District	(9) Purchasing educational technology...	Purchasing BenQ Digital Display Boards for classrooms.
Commodore Perry School District	-(12b) Implementing evidence-based activities.....	Purchasing NODE collaborative desks for classrooms to allow safe collaboration for students.
Commodore Perry School District	(13) School facility repairs and improvements....	Purchase a playground to replace the current playground that is no longer safe for students to use.
Commodore Perry School District	(15) Other activities that are necessary...	Pay the salaries of three primary teachers to ensure the continuity of learning for primary students in small groups. Pay 1/8th of two teachers salaries to facilitate remote student learning.



**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

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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 coronavirus and 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**

\$881,772.00

**Allocation**

\$881,772.00

**Budget Over(Under) Allocation**

\$0.00

**INSTRUCTION EXPENDITURES**

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$433,590.00	Salaries for three primary teachers for 2 years to ensure continuity of learning in small groups for all students.
1000 - Instruction	200 - Benefits	\$302,582.00	Benefits for three primary teachers for 2 years to ensure continuity of learning in small groups for all students.
1000 - Instruction	600 - Supplies	\$29,062.00	95 NODE collaboration desks
1000 - Instruction	600 - Supplies	\$40,375.00	25 BenQ Display Screens
1000 - Instruction	600 - Supplies	\$13,311.00	31 Lenovo Chromebook Duet 2 in 1 tablets with management licenses and replacement screens.

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Function	Object	Amount	Description
		<b>\$818,920.00</b>	

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

**BUDGET OVERVIEW**

**Budget**

\$881,772.00

**Allocation**

\$881,772.00

**Budget Over(Under) Allocation**

\$0.00

**SUPPORT AND NON-INSTRUCTIONAL EXPENDITURES**

<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
2600 - Operation and Maintenance	700 - Property	\$62,852.00	Purchase and installation of a new playground for the elementary school
		<b>\$62,852.00</b>	

**Section: Budget - Budget Summary**

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

**Budget**

\$881,772.00

**Allocation**

\$881,772.00

**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	\$433,590.00	\$302,582.00	\$0.00	\$0.00	\$0.00	\$82,748.00	\$0.00	\$818,920.00
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								



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	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	\$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
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	\$62,852.00	\$62,852.00
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

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	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
	\$433,590.00	\$302,582.00	\$0.00	\$0.00	\$0.00	\$82,748.00	\$62,852.00	\$881,772.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$881,772.00