Section: Narratives - Program Description

INTRODUCTION

Under the Elementary and Secondary School Emergency Relief Fund (ESSER Fund), the Pennsylvania Department of Education (PDE) awards grants to local educational agencies (LEAs), 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. LEAs must provide equitable services to students and teachers in nonpublic schools as required under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act).

Please note: ESSER funds, under any part of 18003, **cannot** be used for: 1) subsidizing or offsetting executive salaries and benefits of individuals who are not employees of the SEA or LEAs or 2) expenditures related to state or local teacher or faculty unions or associations. CARES Act funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.

*ESSER 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 Upper Merion Area School District administration determined the educational needs of their students through an assessment of 1) Availability of devices such as laptops, iPADs and iphones, 2) Internet access, and 3) Essential learning for distance learning curriculum. Assessments are defined as parent surveys as well as community outreach to determine the needs of our families. In addition, research was completed on the type of delivery model by studying the possible safety and legal issues of using video-conference platforms. After consideration and analysis of the survey data, it was determined that in order to provide a good faith efforts for access and equity for all students, each student would need access to a device and internet: • UMASD is a 1:1 Laptop/iPAD District. Students in grades K-8 have access to District-issued iPADs at home and students in grades 9-12 have access to District-issued laptops at home. • A survey was completed before the school closure to identify families with and without Internet access. • Staff reached out to the families without access and guided them through the process to obtain Internet. https://www.internetessentials.com/ • Packets mirroring the online lessons and assignments were prepared for students without access and distributed. • All teachers provide daily office hours to answer immediate questions and/or concerns from parents and students. Teachers are required to answer emails within 24 hours. • Professional Development for all teachers includes: Online learning platforms and Curriculum (Essential Learning.) Through a combination of access to technology (internet and laptops/iPADs) the District is able to provide essential learning to all students via asynchronous and synchronous experiences.

Please explain the LEA's proposed timeline for providing services and assistance to students and staff in both public and nonpublic schools. (3000 characters max)

Services and Assistance for Students: Delivery of instruction is in the form of asynchronous

and synchronous platforms such as Google Meet & Zoom. K-12 Teachers provided "office hours" daily Special Education Supports Special Education Teachers and related service providers prepared individualized materials, resources, and learning activities to maintain skills and continue to support educational progress for students with special education needs. Distance learning activities are available through the District online learning platform (Schoology.) Special Education Teachers/Case managers and Related Service providers have been in communication with parents/students to identify office hours for immediate email access, provide guidance in managing the resources for distance learning, and where requested; schedule video conferencing for individualized consultation and direct instruction. IEP meetings are being held as needed and can be held via video conferencing. EL Supports: K-12 ESL teachers providing lessons and support for general education teachers. K-12 ESL teachers determined students' access to devices and internet. K-12 ESL Teachers have prepared remedial and alternative activities to support students' strengths and provide opportunities for deeper engagement with the curriculum. These activities are made available for parents/students to access through the online learning platform (Schoology) or emailed directly to parents. All communication translated in their home language. Gifted Education: Gifted Education Teachers have prepared enrichment and alternative activities to support students' strengths and provide opportunities for deeper engagement with the curriculum. GIEP meetings are being scheduled as needed and can be held via video conferencing. Staff Services and Assistance: Professional Development: The Curriculum and Instruction Department along with the district instructional coaches will provide daily opportunities to participate in professional learning with regard to online teaching and distance learning curriculum. Weekly schedule - Topics may include: FlipGrid, Schoology, Nearpod, Screencastify, Screencast-o-matic, EPIC MCIU Office of Learning - https://learn.mciu.org/ - Providing remote sessions in the following formats: Office Hours: Drop in for Q & A around a focused topic (one hour) Collaborative Zoom Conversations: Talk about problems of practice and share ideas about a focused topic. Webinar: Learn about a focused topic facilitated by a MCIU Consultant On Demand: Short, face-paced, asynchronous learning modules

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

The UMASD is providing "Distance Learning" with the support and collaboration of School Administrators, classroom teachers, and parents. During Distance Learning days, students engage remotely in meaningful learning activities that support and continue classroom learning. Using curriculum tools and technology, our teachers provide the opportunity for students to both ask questions, interact with peers, and receive feedback on their learning. Funding through the ESSER grant would provide the opportunity to continue a robust program that would parallel the students' curriculum by grade level and content while differentiating for strengths and needs. These funds would allow for equity for all students in the district to be providing with continuity of education as well providing for staff professional learning on the use of technology and student engagement.

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

Monitoring Process and Grading Procedures for Distance Learning - Spring 2020 Elementary

We will be monitoring and keeping track of each student's progress daily. Feedback will be provided for assignments, in order to allow parents and students to see where progress is being made. Middle School Teachers will monitor assignments, grade them according to established grading procedures, provide feedback to students, and maintain records as usual. High School Teachers will monitor assignments, grade them according to established grading procedures, provide feedback to students, and maintain records as usual. Summer 2020 L.I.F.T. - summer remediation in Math and ELA for Kindergarten through 5th grade for students identified Fall 2020 Please note that all students will be screened using our benchmark assessments in the first weeks of school to determine appropriate concept and skill 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.

In identifying the learning loss of students (COVID 19 Slide) we will screened all students using our benchmark assessments in the first weeks of school to determine appropriate concept and skill levels. Data will be analyzed to determine emergency response efforts by grade levels and content levels. The Curriculum and Instruction Department along with the Student Services Department will coordinate efforts to address these gaps and provide appropriate supports for students and families.

Please describe the LEA core set of strategies that will be used to guide local investment of CARES funding, associated with short-range (*i.e.*, remainder of the 2019-20 school year) and long-range (2020-21 and 2021-22 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, one-time CARES funding may support these initiatives and how CARES funding might interact with other federal funding, including enhanced Title IV flexibility, to ensure strategic and sustainable use of one-time funds.

The CARE funding will be utilized to support our distance-learning program. Our distance-learning program will be offered regardless of the COVID 19 conditions in the Fall 2020. The district will provide families the option to enroll their child(ren) in this program if their child or family member is medically compromised and/or they simply choose this option. In addition, the district is prepared for school closures that might occur in the future with a robust and comprehensive virtual program. Due to the need for a comprehensive program, CARE funding will be used to assist in the training of teachers and staff as well as the purchase of resources to support virtual learning.

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)

NWEA MAP assessments in Math, ELA & Science – K-12 Sight Word Assessments – K-4
Fluency Benchmark Assessments – K-4 Classroom Diagnostic Assessments - K-12 EDM 4 –
Unit Assessments – K-6 McGraw-Hill Wonders Weekly and Monthly Unit Assessments – K-6
Keystone Assessments PSSA Assessments

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 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.**

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

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

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

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

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

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

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

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

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

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

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

☐ **-(l) 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.****

☑ **(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 Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure 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) 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. If your selections include option (1) "Any activity authorized by the ESEA of 1965", please include each selected sub-program in your description. (For the description there is a maximum of 1000 characters.)

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

LEA Name	Allowable Usage of Funds	Option (1) Subpart	Description (1000 max characters)
Upper Merion Area School District	(1) Any activity authorized by the ESEA of 1965…	(d) Title II, Part A	Purchase of online professional development courses for staff to support online learning as well as the purchase of resources such as the book, Bold School, to support professional learning

LEA Name	Allowable Usage of Funds	Option (1) Subpart	Description (1000 max characters)
Upper Merion Area School District	(9) Purchasing educational technology…	N/A	Purchase educational apps such as Newsela, Schoology (learning management system), Screencastify, and Zoom license. Purchase of Lock/change stations
Upper Merion Area School District	(7) Purchasing supplies to sanitize and clean…	N/A	Purchase of supplies to assist in the safety of children and staff for in-person instruction.
Upper Merion Area School District	(1) Any activity authorized by the ESEA of 1965…	(d) Title II, Part A	Purchase of books/ supplies for students to use from home during Virtual learning
Upper Merion Area School District	(9) Purchasing educational technology…	N/A	Speakers/ Microphones/ Cameras for Virtual Learning

Attachment 11.A.1.   03072022

Section: Narratives - ESSER Fund Assurances

ESSER FUND ASSURANCES

LEAs receiving ESSER funds will provide equitable services to students and teachers in nonpublic schools as required under 18005 of Division B of the CARES Act.

Yes

LEAs that receive more than $150,000 in CARES Act funds will complete quarterly 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 CARES 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 18006 of Division B of the CARES 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. CARES 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.

Yes

LEA maintains inventory records, purchase orders and receipts for equipment (over $5,000) purchased and Computing Devices and Special Purpose Equipment ($300 - $4,999) and will conduct a physical inventory every two years.

Yes

The LEA will comply with all reporting requirements, including those in Section 15011(b)(2) of Division B of the CARES Act, and submit required quarterly reports to the Secretary at such time and in such manner and containing such information as the Secretary may subsequently require. (See also 2 CFR 200.327-200.329). The Secretary may require additional reporting in the future, which may include: the methodology LEAs will use to provide services or assistance to students and staff in both public and nonpublic schools, the uses of funds by the LEAs or other entities and demonstration of their compliance with Section 18003(d), such as any use of funds addressing the digital divide, including securing access to home-based connectivity and remote-use devices, related issues in supporting remote learning for all students, including disadvantaged populations.

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: Non Public Organizations - Nonpublic Equitable Services

NONPUBLIC EQUITABLE SERVICES

An LEA receiving ESSER funds will provide equitable services to students and teachers in nonpublic schools as determined through timely and meaningful consultation with representatives of nonpublic schools.

- Section 18005 of the CARES Act requires school districts that receive Elementary and Secondary School Emergency Relief Funds (ESSERF) provide equitable services in the same manner as provided under Section 1117 of ESEA, which means in in the same manner as equitable services are provided in Title I, Part A.
- The equitable services provided to nonpublic school students and teachers should be determined in consultation with nonpublic school representatives. School districts may provide services directly or may contract with a public or private entity after following the appropriate procurement procedures to deliver the services.

☐
CHECK HERE - **if your LEA does NOT provide equitable services to nonpublic students and teachers as described in CARES Act Program.**

The LEA will ensure that a public agency will maintain control of funds for the services and assistance provided to a nonpublic school under the ESSER Fund.

Yes

The LEA will maintain control of materials, equipment, and property purchased with ESSER funds.

Yes

The LEA will ensure that services to a nonpublic school with ESSER funds will be provided by a public agency directly, or through contract with, another public or private entity.

Yes

NONPUBLIC EQUITABLE SHARE CALCULATION

The nonpublic equitable share should be calculated and based on the 2019-20 low income students of nonpublic schools that participated in 2019-20 Title I, Part A programming. Additionally, school districts that have low income students participating in nonpublic schools that previously **declined** Title I, Part A services during the 2019-20 school year, must **consult** with these nonpublic schools to determine ESSER participation.

PREVIOUSLY DECLINED NONPUBLIC ORGANIZATIONS

If your LEA is providing services to a Nonpublic Organization that is choosing to participate in the CARES Act ESSER Funds Program, but did NOT participate in the 2019-20 Title IA program, **PLEASE CONTACT** your Regional Coordinator. Regional Coordinators will provide an adjusted Nonpublic Equitable Share value based on the inclusion of these previously non-participating populations.

*If your LEA does not have nonpublics that previously declined services, proceed to the table located under PREVIOUSLY PARTICIPATING NONPUBLIC ORGANIZATIONS.

☐
CHECK HERE - If your LEA serves a nonpublic organization that DECLINED Title IA services in the 2019 program year, and will be PURSUING services under ESSERF. If checked, please enter the values below.

Enter the **Adjusted Nonpublic Equitable Share** provided through Regional Coordinator consultation.

12,660.00

Enter the adjusted **Nonpublic Per Pupil Amount** provided through Regional Coordinator consultation. This value will be used in the Nonpublic Organizations section to calculate Nonpublic Organization Shares.

844.00

PREVIOUSLY PARTICIPATING NONPUBLIC ORGANIZATIONS

Please enter your LEA Name in the table below. Then enter your LEA's "ESSER Fund Allocation" and "ESSER Nonpublic Equitable Share" values (Found Here - ESSER Spreadsheet), followed by entry of the LEA Total Nonpublic Administration Costs, and the Total Number of Low-Income Students enrolled in all nonpublic schools who wish to participate in the ESSER CARES Act programs. The Nonpublic Per Pupil Amount will calculate when you click Save, and that value will be needed in the Nonpublic Organizations section.

The ability to add multiple lines is provided for Consortium leads to include a line for each Consortium member.

LEA Name	ESSER Fund Allocation	ESSER Nonpublic Equitable Share	Nonpublic Administration Costs	Total Low-Income Nonpublic Students	Nonpublic Per Pupil Amount
Upper Merion Area School District	340,443	12,660		15	844.00

ESSER FUNDS AFFIRMATION OF CONSULTATION FORM

Please upload your ESSERF Affirmation of Consultation signed electronically* by the LEA and Nonpublic Officials.

Nonpublic Institutions

Agency: Upper Merion Area SD

Nonpublic Institution: Mother Teresa Regional Catholic School

Allocation Amount: 0.00

 Section: Non Public Organizations - Nonpublic Organizations

NONPUBLIC ORGANIZATIONS - EQUITABLE SHARE

Calculate the Nonpublic Equitable Share due to this nonpublic organization.

- Enter the Nonpublic Per Pupil amount from the Nonpublic Equitable Share section*
- Enter Nonpublic students enrolled in this organization from the LEA
- Click Save - Nonpublic Organization Equitable Share is calculated automatically

	Nonpublic Per Pupil Amount	Nonpublic Students in this Building	Nonpublic Organization Equitable Share
Calculation	844.00	15	12,660.00

Section: Budget - Public Instruction Expenditures

BUDGET OVERVIEW

Budget

$340,443.00

Allocation

$340,443.00

Budget Over(Under) Allocation

$0.00

PUBLIC INSTRUCTION EXPENDITURES

Please complete the budget below including Public expenditures ONLY.

Function	Object	Amount	Description
		$	
		$0.00	

Section: Budget - Nonpublic Instruction Expenditures

BUDGET OVERVIEW

Budget

$340,443.00

Allocation

$340,443.00

Budget Over(Under) Allocation

$0.00

NONPUBLIC INSTRUCTION EXPENDITURES

Please complete the budget below including Nonpublic Equitable Service expenditures ONLY.

Function	Object	Amount	Description
1500 - * NONPUBLIC SCHOOL PROGRAMS (For IU and school district use only)	600 - Supplies	$12,660.00	Mother Teresa Regional Catholic School Equity Share
		$12,660.00	

Section: Budget - Public Support and Non-Instructional Expenditures
BUDGET OVERVIEW

Budget

$340,443.00

Allocation

$340,443.00

Budget Over(Under) Allocation

$0.00

PUBLIC SUPPORT AND NON-INSTRUCTIONAL EXPENDITURES

Please complete the budget below including Public expenditures ONLY.

Function	Object	Amount	Description
2200 - Staff Support Services	600 - Supplies	$9,883.62	Purchase of the book, Bold School: Old School Wisdom & New School Technology by Westen Kierschnick for all teachers to support training.
2200 - Staff Support Services	600 - Supplies	$25,200.00	Purchase of online professional development courses - ASCD
2200 - Staff Support Services	600 - Supplies	$72,217.00	Purchase of Technology apps to support instruction: Newsela app, Schoology app, Zoom license, screencastify
2200 - Staff Support Services	600 - Supplies	$6,697.83	Purchase of books/ supplies for students to use from home during Virtual learning
2200 - Staff Support Services	700 - Property	$108,628.35	Lock/Charge Stations

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Function	Object	Amount	Description
2600 - Operation and Maintenance	600 - Supplies	$51,486.20	PPE supplies for in-person instruction
2200 - Staff Support Services	600 - Supplies	$53,670.00	Speakers/ Microphones/ Cameras for Virtual Learning
		$327,783.00	

Section: Budget - Nonpublic Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

$340,443.00

Allocation

$340,443.00

Budget Over(Under) Allocation

$0.00

NONPUBLIC SUPPORT AND NON-INSTRUCTIONAL EXPENDITURES

Please complete the budget below including Nonpublic Equitable Services expenditures ONLY.

Function	Object	Amount	Description
		$	
		$0.00	

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 Vocational 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
1500 * NONPUBLIC SCHOOL PROGRAMS (For IU and school district use only)	$0.00	$0.00	$0.00	$0.00	$0.00	$12,660.00	$0.00	$12,660.00
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								

	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
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	$167,668.45	$108,628.35	$276,296.80
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	$51,486.20	$0.00	$51,486.20
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
	$0.00	$0.00	$0.00	$0.00	$0.00	$231,814.65	$108,628.35	$340,443.00

Approved Indirect Cost/Operational Rate: 0.0000	$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
							Final	$340,443.00