

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 Baldwin-Whitehall School District has worked with our constituent groups throughout the 2020-21 school year with the primary goal of keeping school open and safe for all children and staff. We have utilized a process of core groups to create the health and safety plan for 2020-21 as well as revised versions for 2021-22. That work and conversations uncovered the themes of what we need to do in order to have schools remain open for the greatest number of students possible, as well as what programs and supports exist for students that may have been impacted by reduced school attendance, such as remote learning or hybrid learning. Additionally, we have been working to create programs for those children and families that are not yet ready to return to the school setting and are seeking a full remote option for the 2021-22 school year.

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

The Baldwin-Whitehall School District began immediately with the onset of COVID in March of 2020 to support students and families in ways not previously imagined. Food insecurity and connectivity issues surfaced immediately, however working with SEL matters dominated the spring of 2020. During the 2020-21 school year we supported families with hybrid structures, continued food programs and multitudes of SEL programs. We have continued that work through the summer of 2021 with programming for full remote students as well as facility upgrades and accommodations to ensure the greatest number of students can return full time to our schools. That work will continue indefinitely as we continue to respond to the varying impacts of the COVID virus.

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

The District has surveyed their parents and students and has determined that roughly 2% of our student body is not ready to return to schools full time. As such, we have created the BW Cyber Academy to provide for the educational programming for these students. The BW Cyber Academy will be a blend of district led and third party resources, with options to attend some classes in person as deemed necessary and prudent. This program will serve as a pilot for what will hopefully become a permanent offering for the students of the Baldwin-Whitehall School District. We currently have students in all grades, K-12, enrolled in our Cyber Academy.

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

The District has had in place a vibrant assessment program that includes resources that includes curriculum based assessments as well as diagnostic measures at all grade levels. Robust MTSS and SAP programs are in place at all schools in which teachers, administrators, and support personnel discuss these needs and put plans into action. The District transitioned to school wide Title I programming at the elementary level. A new district level administrator was added, titled the Coordinator of Student Engagement, which will focus on matter of learning gaps and engagement at all levels and develop plans to address.

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.

The District was able to remain open during the majority of the school year by providing a hybrid approach for learners that wanted to be in the school building. Extended school closures did not occur during the 2020-21 school year. At most, we closed school for a maximum of 3 days at a time. At no time was the entire district closed for all students. While we did have a high level of success in staying open for learning, we also know that a certain population of students were not fully engaged in learning to the level prior to COVID. To best assess those areas we did the following: Utilized the input and feedback of teachers to adjust curriculum timelines for not only 2020-21 but also for 2021-22. Created a summer school/learning academy for a larger group of students at no cost. Implemented our local Continuity of Education Plans that provided for remote access to live/synchronous as well as asynchronous learning through a newly adopted Learning Management System (Canvas) for all students and staff. Developed a return to school plan that allowed early entry for students with special needs or that were identified as "at risk." Created a weekly schedule that included "Highlander Wednesdays" that were designed to focus on the needs of all students that may have been below proficient or in need of support. The schedule included remote learning activities as well as in-person programming for all students identified. Increased efforts in communication with all families to ensure awareness of programs and opportunities for children. Communications were translated for our ELL population.

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 core set of strategies that will be used to guide the local investment of ESSERS II funding are based in the notion that this funding stream is limited, however the impact of the funds must be toward long-term improvements or program change that will assist in the transformation of our District well beyond the scope and timeline of this funding. - Development of a BW Cyber Academy to support remote learning students. While the District has utilized remote learning tools in the past (and will continue to support those with local funds), these funds will support the startup of a district wide effort. Long term development includes the retention of students that normally would have left the District for other remote programming. In doing so, the District can reduce its costs associated with cyber charter schools and invest that money in our own program. - Facility improvement related to ventilation. The District has begun an aggressive plan to improve the HVAC systems in our schools as well as a new school building project slated for completion in 2024. Over the past 3 years, the District has taken out approximately \$30M in bonds for these targeted improvements. While the plan will continue to be implemented across all schools, the ESSERS funds will permit the District to address additional end of life equipment at our high school that has developed critical problems that would impact the ability to keep schools open with COVID. - Facility Improvement related to increased access to Fresh Air/Outdoor Environments. Several of our schools do not have sufficient outdoor areas that are accessible and safe to allow students and staff to utilize them for meaningful activities. ESSERS funds will be used to support long term improvement of these spaces which can greatly impact the effectiveness of the school program. - Curriculum enhancements. The District is looking at resources and strategies that will support students to reconnect with schools and provide a deeper focus on learning and ready for work topics.

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 is engaging in the Comprehensive Planning process required by the Department of Education. The committee has been determined and includes extensive involvement by many interest groups from across the District and community. It is my goal to scale up the process given the current time and needs related to COVID to focus on student learning gaps and how they will be addressed. Standard measures will continue to include curriculum based measures as well as formative measures from outside of the district.

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)
Baldwin-Whitehall School District	(3) Providing principals and others school leaders with the resources...	School leaders face significant challenges in the operations of their schools related to compliance with the health and safety planning. Resources will be made available to schools to assist in keeping children safe and in school.
Baldwin-Whitehall School District	(4) Activities to address the unique needs of low-income children...	Extended school day and school year programming. Communication tools to increase communication with families. Implementation of Corrdinator of Student Engagement position to spearhead these efforts.
Baldwin-Whitehall School District	(8) Planning for and coordinating during long-term closures...	Purchase of interactive whiteboards, speakers and cameras to assist in lesson delivery for students that are remote or temporarily quarantined from the classroom.
Baldwin-Whitehall School District	(9) Purchasing educational technology...	Purchase of educational technology and software programs to increase the access to the classroom for students and teachers. The primary focus will be to have teachers "untethered" from

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LEA Name	Allowable Usage of Funds	Description (1000 max characters)
		their laptops so that the classroom experience can be more rigorous for students.
Baldwin-Whitehall School District	(11) Planning and implementing activities related to summer learning...	BW Summer Discovery Camp for EL, special Education. Summer school credit recovery for high school. After school programming for all students.
Baldwin-Whitehall School District	(13) School facility repairs and improvements....	Development of outdoor recreation and classroom areas to increase student and staff access to fresh air, increase number of days of outdoor recess for all students.
Baldwin-Whitehall School District	(14) Projects to improve the indoor air quality in school facilities...	HVAC Improvement at various schools
Baldwin-Whitehall School District	(15) Other activities that are necessary...	Other items or programs as presented that are consistent with the goals of grant as written.

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 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

\$2,547,065.00

Allocation

\$2,547,065.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$350,000.00	Salaries for summer programming, afterschool opportunities for children. Salaries for district hired remote learning teachers.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$150,000.00	Benefits for staffing related to summer programming, afternoon opportunities. Benefits for district hired remote learning teachers.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$147,065.00	Technology items and supplies for principals to ensure access for remote students
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$400,000.00	Costs associated with Remote Learning Program. Waterfront and/or STS as providers

		\$1,047,065.00	
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Section: Budget - Support and Non-Instruction Expenditures

BUDGET OVERVIEW

Budget

\$2,547,065.00

Allocation

\$2,547,065.00

Budget Over(Under) Allocation

\$0.00

SUPPORT AND NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2600 - Operation and Maintenance	700 - Property	\$1,000,000.00	HVAC improvements
2600 - Operation and Maintenance	700 - Property	\$500,000.00	Increased access to outdoor learning and recreational environments.
		\$1,500,000.00	

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Section: Budget - Budget Summary

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

Budget

\$2,547,065.00

Allocation

\$2,547,065.00

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	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$350,000.00	\$150,000.00	\$400,000.00	\$0.00	\$0.00	\$147,065.00	\$0.00	\$1,047,065.00
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	\$1,500,000.00	\$1,500,000.00
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
	\$350,000.00	\$150,000.00	\$400,000.00	\$0.00	\$0.00	\$147,065.00	\$1,500,000.00	\$2,547,065.00
				Approved Indirect Cost/Operational Rate: 0.0000				\$0.00
				Final				\$2,547,065.00