

Section: Narratives - Program Description

INTRODUCTION

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

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

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

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

The district administration team along with the district safety committee are using the Return to School Roadmap Planning tool published by Opportunity Labs to analyze, plan, and outline our response to the changing education environment and what our future programs may look like. This tool is being used as a guide in addition to the information being provided by the CDC, PDE, and local Health Department. In addition, Avonworth has been participating in weekly Superintendent/Leadership calls with others throughout the region to discuss strategies, ideas, and to promote resource sharing. The district has sent two parent surveys to the community to gather information on connectivity, services, supports, and engagement. These surveys have had over 50% return rate to guide the leadership team in making decisions about the format, resources, and timelines for instruction. During the school closure caused by the COVID-19 crisis, the Avonworth School District's goal is to make a good faith effort to provide all Avonworth School District students with continuity of education through a carefully executed comprehensive in-person and virtual learning program based on family preference and community positivity COVID rates.

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

As a 1:1 district, all students have access to a device at home that will allow for the execution of the District's virtual instruction program in the event of a school closure. Our K-3 students will utilize their district-issued iPads and engage in a continuation of learning provided by their teachers via the SeeSaw application. Students in grades 4-12 will utilize their district-issued Chromebooks to engage in a continuation of learning provided by their teachers via Google classroom (4-6 & 9-12) or Echo (7-8). Teachers will be available to students via office hours during each day of virtual instruction. This includes the availability of teachers, special education teachers, paraprofessional staff, guidance, and nursing staff for the purpose of providing support. The District will run on the same schedule during virtual instruction days

which will be 8:00-9:00 teacher planning time, 9:00-11:30 learning time/teacher office hours, 11:30-12:30 lunch/recess, and 12:30-3:00 learning time/teacher office hours. Students that receive related services either from a District employee or outside agency will engage in services via Google Hangouts/Meet. The District's special education teachers will also have the ability to utilize Google Hangouts/Meet on an as-needed basis to ensure special education students receive the appropriate level of support as indicated in an IEP/504 or as requested by a student/parent/guardian. The District has identified students that do not have wifi access at home and will also be working proactively to identify any additional students that may not have access to wifi at home. The district has purchased CIPA compliant wifi hotspots that will be distributed to these students. It is the District's goal to return K-3 students to a full-day in person model that maintains 6 feet social distancing in classrooms and lunch.

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

The Avonworth School District recognizes the complicated circumstances this crisis is presenting to both our educators and our students and families. Each employee and family is facing its own challenges at home. With this in mind, the Avonworth School District's virtual learning program will be executed in a manner that remains sensitive to the extreme circumstances faced by all. Our educators are expected to provide engaging and meaningful instruction/assignments using the online tools appropriate for their respective grade levels. Also, educators have been asked to keep the challenges our students/families are facing at home in mind when designing instruction, assignments, and assessments and to ensure this is done in an age-appropriate, as well as circumstance-sensitive manner. All educators will be available during office hours and expected to respond to students/families in a timely manner during office hours. Students are expected to engage in his/her virtual learning daily as scheduled by the District and assigned by teachers. Students are expected to adhere to the timelines and due dates provided by teachers for all virtual and in-person assignments. Teachers have made the proper adjustments to timelines and due dates to be sensitive to the challenges provided with virtual instruction and everyone's current circumstances. It is the District's expectation that students engage in assignments and be accountable for their schoolwork as they are normally held accountable in our regular school setting. At the secondary level students are also expected to record his/her attendance daily via a Google Form that is sent daily. Primary and elementary students will have attendance recorded by engagement and completion of daily virtual assignments. Partial ESSER II funding will be used for professional development and/or supplies for teachers and administrators to further explore online pedagogy and support the implementation of additional resources in the event of a long-term closure.

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

Teachers, principals, guidance, and secretarial staff will work diligently to identify students that are not engaging with our virtual instruction program. This will be done through the monitoring of engagement and completion of virtual assignments, as well as the completion of daily attendance by secondary students. For any student that is not engaging or completing virtual

assignments, the staff will be making contact with the student/family to identify reasons for the lack of engagement. Accommodations will be provided to ensure access, such as mailing home of assignments and providing the family with a CIPA compliant hotspot if needed. During the fall - our instructional team created a variety of assessment benchmarks that were used to identify students level of understanding at the start of the year. Teachers participated in professional development related to resource support and to ensure that instruction begins at the students current instructional level. The district has MTSS/Data teams in place K-12 and will continue to use these teams for instructional planning and intervention regardless of face to face or remote instruction in the fall. Through the Return to School Framework, Avonworth is considering flexible scheduling and possible re-assignment of all instructional staff as a way to meet the needs of all students based on fall baseline assessment data.

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.

Avonworth uses a system of benchmark testing at the start of the school year as part of current practice/procedures. These results are shared and discussed in a collaborative format through established district data/MTSS teams. Using the guidance from the the Return to School Roadmap, an instruction sub-committee is considering the different plans and schedule changes/enhancements/modifications that may need to take place as a result of the COVID-19 closure. Additionally, the district has budgeted additional resource funds for tutoring and paraprofessionals in the 20-21 budget. This funding will directly support instructional needs and student tutoring as needed once the results of benchmark testing are available in the winter and then the spring. On-going administrative team meetings along with the support of the local AIU have provided the structures for Avonworth to reflect and revise our Continuity of Education Plan. We are working in sub-committees to evaluate all areas of the plan and provide an update to the community and PDE should the closure continue into the fall. For students and families who require support, accommodations are being made to ensure access and equity for these students. On an as-needed basis, assignments are being sent home via U.S. Mail if access is not yet available online. The District has purchased CIPA compliant Kajeet hotspots that will be distributed to students that do not have at home wifi access. Also, the District will make use of Google Hangouts/Meet to ensure students have access to related services, special education services, and will also be utilized for IEP/504 meetings with parents/guardians.

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.

Short term, Avonworth School District is striving to return K-3 students to an in-person full-day instructional model that promotes 6 feet social distancing in classrooms and lunchrooms. Weekly admirative calls with the Allegheny Health Department and other local health officials have indicated that a return to school is possible if all migration strategies are followed. Avonworth plans to use ESSER II funds to pay the salaries of long-term substitutes to fill 12 positions in order to reduce class size to 16 students. 16 students per classroom was determined as a way to allow for 6 feet social distancing throughout the school day. Additional student materials for K-3 classrooms is also being consider to eliminate the sharing of educational materials throughout the school day when students return to school full-time.

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)

Each administrator and department head has been asked to document protocols, procedures, and purchases completed during the fall closure as a way to comprehensively reflect and evaluate our response plan. This documentation along with the use of the Return to School Framework is guiding the district's response and plans for the remainder of the year. All strategies are focused on ensuring student and staff safety and well-being while providing an engaging, appropriate educational program. The district is currently evaluating the use and purchase of all software and curricular items to ensure that materials are available for both in school and at home use. The district is formally planning two different concurrent strategies for instruction- one for face to face instruction and one for virtual instruction with specific action plans in each of the following areas - wellness, instruction, facilities, school operations, technology, and post secondary support.

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)
Avonworth SD	-(1d) Title II, Part A (Supporting Effective Instruction	Avonworth seeks to return students K-3 to full-time in-person learning utilizing highly qualified certified instructional staff to reduce class size to 16 students per classroom.
Avonworth SD	(3) Providing principals and others school leaders with the resources...	ESSER II funds will be used to provide K-3 students with additional classroom materials and supplies to minimize sharing of resources and ensure that materials may be used at home in the event of another school closure.
Avonworth SD	(15) Other activities that are necessary...	Avonworth seeks to return students K-3 to full-time in-person learning utilizing highly qualified certified instructional staff to reduce class size to 16 students per classroom.

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

\$230,741.00

Allocation

\$230,741.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$220,420.00	Funding to support salaries of up to 12 long-term substitutes to return K-3 students to a full-day in person instructional model to support 6 feet social distancing throughout the school day.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$10,321.00	Supply purchases to ensure student materials are available to avoid sharing of materials as well as items to support both in person and virtual learning.
		\$230,741.00	

Section: Budget - Support and Non-Instruction Expenditures

BUDGET OVERVIEW

Budget

\$230,741.00

Allocation

\$230,741.00

Budget Over(Under) Allocation

\$0.00

SUPPORT AND NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
		\$	
		\$0.00	

Section: Budget - Budget Summary

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

Budget

\$230,741.00

Allocation

\$230,741.00

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	\$220,420.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,321.00	\$0.00	\$230,741.00
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	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

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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
	\$220,420.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,321.00	\$0.00	\$230,741.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$230,741.00