

Section: Narratives - Program Description

PROGRAM DESCRIPTION

INTRODUCTION

On March 13, 2020, Governor Tom Wolf ordered the closure of all K-12 Pennsylvania schools for ten business days to protect the health and safety of students and school communities during the COVID-19 pandemic. This period of closure was later extended indefinitely, and, on April 9, 2020, Secretary of Education Pedro Rivera ordered all school entities closed through the end of the 2019-20 school year. Signed into law by Governor Tom Wolf on March 27, Act 13 of 2020 required school entities, including school districts and charter schools, to make a good faith effort to plan to offer continuity of education during the period of closure.

Local education agencies (LEAs) made significant efforts during this extended school closure to provide continuity of education, including the provision of a free appropriate public education (FAPE) to the greatest extent possible. The Pennsylvania Department of Education (PDE) recognizes, however, LEAs may have had difficulty delivering FAPE and students with disabilities, in particular, students with complex needs, may have lost skills and/or behaviors and/or failed to make progress. While LEAs transition to implementing reopening plans for the 2020-2021 school year, they continue to face challenges with delivering FAPE and providing services to students with complex needs. As a result, LEAs will need to evaluate the impact of the extended school closure on students with disabilities when schools return to routine in-person instruction and develop enhanced approaches to provide services to students with complex needs during the COVID-19 Pandemic. According to the [U.S. Department of Education's \(USDE\) March 12, 2020 guidance](#), LEAs, in consultation with individualized education program (IEP) teams or appropriate personnel under Section 504, must make an individualized determination whether, and to what extent, compensatory services may be needed as a result of the extended school closure.

The Pennsylvania Department of Education (PDE), Bureau of Special Education is requesting applications from Local Education Agencies (LEAs) in need of financial supports to offset costs associated with the development and implementation of enhanced synchronous instruction and/or a systemic plan to address the need to remedy students' skill and/or behavior loss and/or lack of progress that resulted from the LEA's difficulty delivering a Free Appropriate Public Education (FAPE) during COVID-19 Pandemic.

The purpose of the Special Education COVID-19 Impact Mitigation Grant (SECIM) is to provide fiscal supports to LEAs in order to:

1. Provide enhanced synchronous instruction via advancements to infrastructure and/or resources to bolster remote services and supports for students with complex needs and/or
2. Provide services and supports to students with disabilities that evidenced a loss in skills and/or behavior and/or lack of progress due to the mandatory school closures following a skill recoupment period and delivered beyond the school day.(i.e., before school, after school, Saturdays, school breaks, summer 2021)

Local Education Agencies, including school districts, charter schools and cyber charter schools are eligible to apply. These entities are responsible for delivering FAPE.

Funds would be allocated based on a formula using the following factors:

- Aid Ratio of the Entity
- Students with Complex Needs Factor
- Equitable Services Factor

LEAs/Charters may plan individually or may work in consortiums to maximize the efforts, but funds will go directly to the LEA.

GRANT PRIORITIES

1. What is the LEA/Charter's plan to Identify students who will benefit from this grant: Students need to be identified as youth with disabilities who:

- have difficult accessing FAPE in a remote environment
- evidenced lost skills and/or behaviors and/or failed to make progress after the LEA's established recoupment period
- have aged out during the 2019-2020 school year and is in need of CCS services
- experienced a delay in an initial evaluation due to the extended school closure and therefore, experienced a lack of progress

All students enrolled in the Central Valley School District receive an iPad in order to complete work remotely as needed. The District surveyed parents during the summer of 2020 to identify families in need of internet access. Mobile hotspots are provided for those in need. Drive in internet connection is also available in each of the school building parking lots. Throughout the school closure in March, special education teachers, as well as related service providers, continued to complete the progress monitoring of IEP goals for students in order to emphasize instruction in areas of need. Upon the return to in person learning at the start of the 2020-21 school year, teachers and related service providers have continued this practice of collecting progress monitoring data. At the end of the third month of in person learning, progress monitoring data will be reviewed to determine if students have not made adequate progress during the three month recoupment period. Progress monitoring data from the end of the recoupment period will be compared with baseline data from the spring of 2020 and data collected when the students returned to school in August of 2020 in order to make the determination as to which students require Covid Compensatory Services (CCS). CCS offerings will be provided to parents of eligible students and documented using a Prior Written Notice. The Special Education Supervisor has been in contact with students who aged out of school age services during the 2019-2020 school year to discuss needs with parents related to the transition to adult services. Students in need of assistance will be provided support by the district's Transition Coordinator, School Counselors, and/or the Special Education Supervisor to ensure continuity of care. CCS services will be offered as warranted and will be provided to parents of eligible students and documented using a Prior Written Notice. The District has completed evaluations for all students who were pending evaluations during the school closure in the spring. All evaluations resulting in an IEP were completed within compliance timelines except for four. Three of those four students were offered synchronous instruction for remediation during the school closure. All four students were provided in person or synchronous remediation at the beginning of the school year to assist with their transition to

the next grade level. IEP development and implementation was expedited to allow for specially designed instruction within the first few days of school. Progress monitoring data will be monitored during the three month recoupment period to determine if appropriate progress is made towards IEP goals and the general education curriculum. CCS services will be offered to students who do not show appropriate progress during the data collection period. CCS offerings will be provided to parents of eligible students and documented using a Prior Written Notice.

2. How will the LEA/Charter address the barriers to FAPE during remote instruction for students with complex needs(A) and/or students' with disabilities that evidence loss of skills/behaviors and/or failure to make progress(B).

A. Enhance synchronous instruction

- Training/support to school teams regarding best practices in synchronous instruction for students with complex needs
- Parent Information Session provided to parents.
- Determination and timeline for identification for implementation of plan(s)
- Identification of infrastructure enhancements
- Identification of remote services resources
- Identification of services delivery model
- Identification of staff necessary involved

Special education teachers and paraprofessionals have been trained to utilize resources in order to assist with providing meaningful instruction for students with complex needs. Training in Zoom, Synchronous Learning Best Practices, Electronic Signature Program (HelloSign), Unique Learning Systems, and for providing virtual ABA was provided between March and September of 2020. Additional resources were also provided to teachers and paraprofessionals to include: Teachers Pay Teachers accounts, PaTTAN COVID 19 Support Site for Educators, Secondary Transition Resource List created by PaTTAN, Beaver Valley Intermediate Unit (BVIU) Resources for Online Learning, Access to online programs and iPad apps for students, etc. A parent support site was created in March of 2020 which continues to be updated with parent resources. Information on the parent support site includes technology resources, health information, community resources, online resources, and contact information for assistance with supports. Two virtual trainings delivered by BVIU training and consultation staff were also provided for parents through Zoom during the evening hours of April 29th and May 13th. Between March 30th and April 9th, special education teachers made contact with each parent to discuss changes to the IEP due to the school closure and completed an IEP addendum to outline how services and supports would be provided to each student. All students receiving support through an IEP, ELL plan, GIEP, related service, or supported by the District's intervention program in grades K-5 were offered synchronous instruction throughout the school closure in the spring of 2020. For students with parents who were not in agreement with synchronous instruction, asynchronous videos and/or activities were made available via Showbie, Email, and/or Google Classroom, and teachers remained in communication with parents to provide consultation and/or support as needed. Upon the return to school on August 31st, 2020, parents and students were able to choose one of four learning pathways (In-Person Instruction 5 days per week, Virtual Synchronous Instruction from Home, Combination of In-Person and Synchronous Instruction, or Asynchronous Cyber

Instruction via the Central Valley Online Academy). All students enrolled in the Central Valley School District or attending out of district placements due to special education needs have been provided an iPad in order to complete work digitally as needed. In August of 2020, a parent survey was sent to parents to determine the need for internet. Mobile hotspots are available to those in need. In order to meet the learning needs of all students, all staff is expected to attend work in person each school day. Staff unable to meet work expectations were provided with alternative options to include a leave of absence. Long term substitutes have been contracted through Kelly Services to fill vacancies as needed. Daily substitutes have been contracted to fill teacher and paraprofessional vacancies as they occur. To assist with obtaining required school personnel, the District increased its daily pay rate for substitute teachers. Should school be required to close, contracted building substitutes (teachers and paraprofessionals) as well as employed teachers, paraprofessionals, and related service personnel will be maintained in order to provide synchronous instruction for course content, IEP goals, and related services. Specially designed instruction will be provided for students with IEPs as outlined in IEP revisions developed during September of 2020.

AND/OR

B. LEA Systemic Approach to Covid-19 Compensatory Services

- Training/support to school teams regarding the components of CCS (mandatory attendance at Grant Presentation)
- Engagement of Family/Caregivers/Parent Information Session provided to parents.
- Determination and timeline for identification for implementation of plan(s)
- Identification of services delivery model and systemic approach to provide CCS to students
- Identification of staff
- Data Collection
- Engagement of Educational/Agency Partners, as appropriate(Optional)

The District's Special Education Director attended several presentations throughout the summer related to CCS to include the PEAL Center Webinar, Supporting Students with Disabilities Remotely, and Special Education Contact Meetings with the Beaver Valley Intermediate Unit. PEAL Center Webinar information was also shared with parents on the District's website and the process for identifying students in need of CCS is shared with parents during IEP meetings. Special education teachers were trained on CCS services and flowcharts on August 25, 2020. The District's Special Education Director also attended the mandatory CCS grant training on September 23, 2020. A CCS Data Collection Sheet has been shared with special education teachers and related service providers in order to assist with the identification of students in need of CCS. Upon the return to in person learning at the start of the 2020-21 school year, teachers and related service providers have continued the practice of collecting progress monitoring data. At the end of the third month of in person learning, progress monitoring data will be reviewed to determine if students have not made adequate progress during the three month recoupment period. Progress monitoring data from the end of the recoupment period will be compared with baseline data from the spring of 2020 and data collected when the students returned to school in August of 2020 in order to make the determination as to which students require Covid Compensatory Services (CCS). CCS offerings will be provided to parents of eligible students and documented using a Prior Written Notice. CCS for identified students will be offered relative to need based on IEP goal progress

monitoring data to include academic, behavior, transition, and/or self-help goals. Depending on student need, CCS will be individualized and may be offered through after school sessions and/or through summer programming upon the conclusion of the scheduled school year. District employed staff will be recruited first and Kelly Services will be contacted in order to contract certified special education teachers as needed. Related service personnel who are not employed by the District will be contracted through AOT, Inc. or Western PA School for the Blind.

3. How does the LEA/Charter School intend to measure the effectiveness of the use of the grant allocation?

Progress monitoring data will continue to be collected throughout the delivery of CCS services with a goal of all students recouping skills and showing progress on IEP goals prior to the start of the 2021-2022 school year.

Section: Narratives - Assurances

ASSURANCES

ASSURANCES

1. Assurance that all activities and expenditures of funds conducted in association with the program are in direct compliance with the provisions of the funding authorities.
2. Assurance that reporting requirements will be submitted in a timely manner. Such reporting includes but is not limited to:
 - a. Efficacy and outcome data as directed by the funder and
 - b. Summative report on specified activities and budget expenditures in a format to be provided by the grantor.
 - c. All grant reporting requirements.
3. Assurance that program staff will participate in all required PDE/PaTTAN training and technical assistance activities.

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

No

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

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 year.

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: Narratives - Allowable Usage of Funds

ALLOWABLE USAGE OF FUNDS

The following terms will apply:

- Equipment costs, clothing, gift cards, food and entertainment, and student salaries are not allowable expenses.
- General supplies must be purchased prior to September 30, 2021.
- Awarding of funds will be based on a needs-based formula to allocate funds to priority, highest need LEAs. Considerations for funding, include
 - Aid Ratio of entity
 - Students with Complex Needs Factor
 - Equitable Services Factor

FUND USAGE CATEGORIES

Please select categories from the list below in which your Agency/LEA will be using these funds.

- Books, Periodicals
- General Supplies
- Professional Development
- Resources
- Salaries
- Technology

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. (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	Description (1000 max characters)
Central Valley School District	Salaries	Salaries for CV staff to include: teachers, paraprofessionals, nurses, , custodians, etc. Salaries for contracted Kelly Service substitute teachers, related service providers contracted through AOT or PA Western School for the Blind, or teachers/related service providers for students who attend out of district placement

LEA Name	Allowable Usage of Funds	Description (1000 max characters)
Central Valley School District	Resources	Online Curriculum for synchronous learning
Central Valley School District	Professional Development	Online Curriculum Training
Central Valley School District	General Supplies	PPE Supplies Manipulatives for Synchronous Learners Sensory Items for Synchronous Learners
Central Valley School District	Technology	Mobile Hotspots/Internet for Synchronous Learners, Computers

Section: Nonpublic Organizations - Nonpublic Equitable Services

NONPUBLIC EQUITABLE SERVICES

NONPUBLIC EQUITABLE SERVICES

An LEA receiving GEER Funding 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 grants funded by the Governor's Emergency Education Relief Funds Grants (GEERF), provide equitable services in the same manner as provided under Section 1117 of ESEA, which means 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 funding for this program is \$26,710 or LESS. (Allocations under this amount are not funded by CARES Act dollars, and are exempt from Nonpublic Equitable Services requirements.) *****If checked, mark this section complete at the bottom and proceed to the next section. *****



CHECK HERE - if your LEA does NOT provide equitable services to nonpublic students and teachers as described in CARES Act Program. ***LEAs should only check this box if they had NO participating low-income nonpublic students reported in the 2019-20 Title I program. **If checked, mark this section complete at the bottom and proceed to the next section.*****

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 GEERS Fund.

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

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

NONPUBLIC EQUITABLE SHARE

In the original guidance set forth in July of 2020 Interim Final Rule (IFR) by USDE, districts were given two options when calculating the Nonpublic Equitable Share. Option 1 equitable services is based on Title I, Part A low-income participating numbers. Option 2 was based on the total enrollment of all participating nonpublic schools in the district, compared to the total enrollment in both public and participating nonpublic schools in the district, regardless of the student's poverty level.

Based on the September 4, 2020 outcome of *NAACP v. DeVos*, the U.S. District Court for the District of Columbia issued an order vacating the Interim Final Rule. Accordingly, the IFR is no longer in effect. Equitable services calculations are based on the 2018-19 enrollment of low-income students of nonpublic schools that participated in 2019-20 Title I, Part A programming. Option 2 is no longer in effect and LEAs are not expected to calculate the difference and hold that amount in reserve.

PDE has posted a document "Guidance on Calculating and Administering Equitable Shares Reservations" that was updated September of 2020 to reflect USDE Interim Final Rule on the CARES Act section of the website. The full FAQ can be found by following this [Link to Equitable Service FAQs](#).

EQUITABLE SHARE CALCULATION (Option 1)

Determine your LEA's 'Nonpublic Per Pupil Amount' in the chart below by entering data for your LEA. Then, enter the total number of low-income students enrolled in public schools, followed by the total number of low-income students enrolled in all nonpublic schools, who wish to participate in the GEERS CARES Act program.

Agency/LEA Name	Allocation	Total Low Income Public Students	Total Low Income Nonpublic Students	Nonpublic Administration Costs	Nonpublic Equitable Share	Nonpublic Per Pupil Amount

EQUITABLE SHARE CALCULATION (Option 2)

Based on the order vacating the Interim Final Rule, Option 2 is no longer in effect and LEAs **ARE NOT** expected to calculate the difference and hold that amount in reserve.

******DO NOT COMPLETE******

Agency/LEA Name	Allocation	Total Enrolled Public Students	Total Enrolled Nonpublic Students	Total Administration Costs (Public + Nonpublic)	Nonpublic Equitable Share	Nonpublic Per Pupil Amount

GEERS FUNDS AFFIRMATION OF CONSULTATION FORM

Please upload your GEERS Affirmation of Consultation signed electronically* by the LEA and Nonpublic

Officials

Nonpublic Institutions

There are no Nonpublic Institutions

Section: Budget - Public Instruction Expenditures

BUDGET OVERVIEW

Budget

\$14,139.00

Allocation

\$14,139.00

Budget Over(Under) Allocation

\$0.00

PUBLIC INSTRUCTION EXPENDITURES

Please complete the budget below including Public expenditures ONLY.

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$8,139.00	Salaries for CV staff to include: teachers, paraprofessionals, nurse, custodians, etc. Salaries for contracted Kelly Service substitute teachers, related service providers contracted through AOT or PA Western School for the Blind, or teachers/related service providers for students who attend out of district placement
		\$8,139.00	

Section: Budget - Nonpublic Instruction Expenditures

BUDGET OVERVIEW

Budget

\$14,139.00

Allocation

\$14,139.00

Budget Over(Under) Allocation

\$0.00

NONPUBLIC INSTRUCTION EXPENDITURES

Please complete the budget below including Nonpublic expenditures ONLY.

Function	Object	Amount	Description
		\$	
		\$0.00	

Section: Budget - Public Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$14,139.00

Allocation

\$14,139.00

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
2000 - SUPPORT SERVICES	600 - Supplies	\$0.00	PPE Supplies Manipulatives for Synchronous Learners Sensory Items for Synchronous Learners
2200 - Staff Support Services	100 - Salaries	\$0.00	Training for online curriculum
2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	\$6,000.00	Mobile Hotspots/Internet Computers
2000 - SUPPORT SERVICES	600 - Supplies	\$0.00	Online Curriculum
		\$6,000.00	

Section: Budget - Nonpublic Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$14,139.00

Allocation

\$14,139.00

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 OVERVIEW

Budget

\$14,139.00

Allocation

\$14,139.00

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	\$8,139.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$8,139.00
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	\$0.00	\$0.00	\$0.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
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 SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$6,000.00	\$0.00	\$6,000.00
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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
SERVICES								
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
	\$8,139.00	\$0.00	\$0.00	\$0.00	\$0.00	\$6,000.00	\$0.00	\$14,139.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$14,139.00