

Section: Narratives - Assessing Impacts and Needs

LEA ARP ESSER APPLICATION

The Pennsylvania Department of Education (PDE) recognizes the extraordinary efforts made by Intermediate Units (IUs), schools, and educators to support students during the COVID-19 pandemic. The application below requests information from IUs about: (1) Needs and impacts resulting from the pandemic, (2) Stakeholder engagement in the development of local plans to respond to these needs and impacts, (3) Specific elements in the IU Plan for the Use of ARP ESSER Funds; and (4) Plans for monitoring and measuring progress. As submitted and accepted by PDE in final form, this application shall become part of the Grant Agreement for ARP ESSER funds as Appendix B. As used in this application, "the IU" refers to the Grantee defined in the Grant Agreement.

Please note: For purposes of this application, IUs may answer questions within the proceeding sections that is applicable to the overall intent for the ARP-ESSER Set Aside. More specifically, the application can be completed to address students that are directly served by the IU (Direct Service with Students) and/or students that are served by an LEA that is supported by the IU, such as through professional trainings for LEAs: these students do not receive direct services from the IU (Student Supports from the IU). Please mark N/A for any question that does not pertain to the IU.

ARP ESSER includes a significant focus on vulnerable student populations. Given these requirements, as well as PDE's own equity commitments, the IU application includes specific fields requesting information on programs to serve student groups that have experienced disproportionate impacts from the pandemic. Student groups are inclusive of the following:

- Students from low-income families;
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity);
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender);
- English learners;
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA]);
- Students experiencing homelessness;
- Children and youth in foster care;
- Migrant students; and
- Other groups disproportionately impacted by the pandemic that have been identified by the IU (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, and LGBTQ+ students).

1. Is the IU using any portion of the ARP ESSER funds for direct services to students or student supports from the IU? If yes, please complete the information below. If no, mark the section complete and continue.

No

Section I: Assessing Impacts and Needs

In this first section, IUs are asked to describe the impact of the pandemic on their students, examine disproportionate impacts on specific student groups, and highlight the IU's promising practices in supporting student needs since March 2020.

Indicators of Impact

2. Understanding the Impact of the COVID-19 Pandemic: Describe how the IU has identified or will identify the extent of the impact of the COVID-19 pandemic on student learning and well-being. Specifically, what methods (i.e., collecting and analyzing data and information from focus groups, surveys, and local assessment results) were used or will be used to identify and measure impacts in four key areas: (1) Academic impact of lost instructional time, (2) Chronic absenteeism, (3) Student engagement, and (4) Social-emotional well-being? Please identify if the students were directly served by the IU (Direct Service with Students) or if students were supported by the IU, such as through professional trainings for LEAs, but do not receives services from the IU (Student Supports from the IU).

	Please identify if the students were directly served or if the students were supported	Methods Used to Understand Each Type of Impact
Academic Impact of Lost Instructional Time		
Chronic Absenteeism		
Student Engagement		
Social-emotional Well-being		
Other Indicators		

Documenting Disproportionate Impacts

3. Identify the **student** groups in the IU that faced particularly significant impacts from the pandemic. For each, provide specific strategies that were used or will be used to identify and measure impacts. Please identify if the students were directly served by the IU (Direct Services to Students) or if the students were supported by the IU (Student Supports from the IU).

Please identify if the students were directly served or if the students were supported	Student Group	Provide specific strategies that were used or will be used to identify and measure impacts

Reflecting on Local Strategies

4. Provide the IU's assessment of the strategy that has been most effective in supporting the needs of students, in particular specific student groups most impacted by the COVID-19 pandemic. Strategy two and three below are optional.

	Strategy Description
Strategy #1	

i. **Impacts that Strategy #1 best addresses:** (select all that apply)

- Academic impact of lost instructional time
- Chronic absenteeism
- Student engagement
- Social-emotional well-being
- Other impact

ii. **If Other is selected above, please provide the description here:**

iii. **Student group(s) that Strategy #1 most effectively supports:** (select all that apply)

- Students from low-income families
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender)
- English learners
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))
- Students experiencing homelessness
- Children and youth in foster care
- Migrant students
- Other student groups: (provide description below)

iv. **If Other is selected above, please provide the description here.**

Reflecting on Local Strategies: Strategy #2 - Please note: this strategy is optional.

	Strategy Description
Strategy #2	

i. **Impacts that Strategy #2 best addresses:** (select all that apply)

- Academic impact of lost instructional time
- Chronic absenteeism
- Student engagement
- Social-emotional well-being
- Other impact

ii. **If Other is selected above, please provide the description here:**

iii. **Student group(s) that Strategy #2 most effectively supports:** (select all that apply)

- Students from low-income families
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender)
- English learners
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))
- Students experiencing homelessness
- Children and youth in foster care
- Migrant students
- Other student groups: (provide description below)

iv. **If Other is selected above, please provide the description here.**

Reflecting on Local Strategies: Strategy #3- Please note: this strategy is optional.

	Strategy Description
Strategy #3	

i. **Impacts that Strategy #3 best addresses:** (select all that apply)

- Academic Impact of Lost Instructional Time
- Chronic absenteeism
- Student engagement
- Social-emotional well-being
- Other impact

ii. **If Other is selected above, please provide the description here:**

iii. **Student group(s) that Strategy #3 most effectively supports:** (select all that apply)

- Students from low-income families
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender)
- English learners
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))
- Students experiencing homelessness
- Children and youth in foster care
- Migrant students
- Other student groups: (provide description below)

iv. **If Other is selected above, please provide the description here:**

Section: Narratives - Engaging Stakeholders in Plan Development

Section II: Engaging Stakeholders in Plan Development

In this second section, IUs are asked to provide information on how stakeholders will be engaged in planning for the use of ARP ESSER funds, how stakeholder input will be utilized, and how the IU will make its IU Plan for the Use of ARP ESSER Funds transparent to the public—all critical components in developing, implementing, and adjusting plans based on the differential impacts of the COVID-19 pandemic.

5. Stakeholder Engagement

Describe how the IU, in planning for the use of ARP ESSER funds, has engaged or will engage in meaningful consultation with stakeholders. **(3,000 characters max)**

(Stakeholders include students; families; IU staff; school and district administrators (including special education administrators); teachers; principals; school leaders; other educators; school staff; and unions. In addition, to the extent that the following groups are present in or served by the IU, stakeholders also include community partners, civil rights organizations (including disability rights organizations); stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migrant students, children who are incarcerated, and other underserved students; and tribes.)

Midwestern Intermediate Unit IV's directors and supervisors actively meet with public and non-public administrators, teachers, and families, as well as outside organizations to understand the diverse needs and experiences of our stakeholders. This information, as well as other data sources, are analyzed and discussed at regular administrative meetings to determine the best use of expected funding, as well as additional funding streams, such as the ARP ESSER funds. MIU IV directors allocate funding to the greatest areas of support, collect data as part of a progress monitoring routine, and evaluate its effectiveness. Careful attention is given to specific populations, such as children with disabilities, children experiencing homelessness, and other historically underserved students. Additionally, the use of ARP ESSER fund has been discussed and will continue to be discussed at meetings with our board of directors, area superintendents, executive team, internal staff, and community where appropriate.

6. Use of Stakeholder Input

Describe how the IU has taken or will take stakeholder and public input into account in the development of the IU Plan for the Use of ARP ESSER Funds. **(3,000 characters max)**

School leaders, particularly school principals, have asked for more opportunities for teacher/staff professional development, training, and technical support, particularly in the areas of ELA and math. To increase capacity in our ability to provide more customized support, including technical assistance, coaching, and training opportunities, MIU IV has set aside funding to hire a full-time educational consultant specializing in math and a part-time educational consultant in ELA. These educational consultants will be assigned to duties that include (but not limited to) creating teaching and learning models, closing learning/ achievement gaps, implementing both

academic and non-academic programs, engaging in data literacy practices in a cyclic monitoring framework, and establishing professional networks for sharing best practices and problems of practice. With regard to our proposed HVAC replacement input from our internal staff and board of directors was heavily considered. It is of utmost importance to maintain a safe working environment and prohibit the spread of COVID 19. If our employees are not safe, we are unable to service our school districts effectively and efficiently.

7. Public Access to IU Plan for the Use of ARP ESSER Funds

Describe the process for development, approval, and making public the IU Plan for the Use of ARP ESSER Funds. The IU Plan for the Use of ARP ESSER Funds must be made publicly available on the IU website and submitted to PDE within 90 days of IU receipt of ARP ESSER funding, must be written in a language that parents/caregivers can understand, and must be provided in alternate format upon request by a parent/caregiver who is an individual with a disability. **(3,000 characters max)**

Midwestern Intermediate Unit IV intends to publish its plan on its website an area that is readily accessible and submit to PDE within the required timeline. Additionally, contact information will be included so that accommodations can be made for any requests for alternate formats or questions regarding the plan.

Section: Narratives - Plan for ARP ESSER Funds

Section III: Plan for ARP ESSER Funds

In this third section, IUs are asked to reflect on both the impacts and needs described in Section I and stakeholder engagement described in Section II to provide a description of the IU plan for the use of ARP ESSER funds.

8. Plan for Funds

How will the IU spend its ARP ESSER funds as outlined in the fields below?

1. Continuity of Services: How will the IU use ARP ESSER funds to sustain services to address students' academic needs; students' and staff social, emotional, and mental health needs; and student nutrition and food services, as applicable?
2. Access to Instruction: How will the IU use ARP ESSER funds to support the goals of increasing opportunity to learn and equity in instructional delivery, as applicable? Consider regular attendance/chronic absenteeism data from the 2020-21 school year, including data disaggregated by student groups, in developing the response.
3. Mitigation Strategies: How will the IU use ARP ESSER funds to support prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities and transportation services to effectively maintain the health and safety of students, educators, and other staff, as applicable? Consider the IU's Health and Safety Plan in developing the response.
4. Facilities Improvements: How will the IU use ARP ESSER funds to repair and improve school facilities to reduce risk of virus transmission, address environmental health hazards, and/or improve ventilation? Consider the IUs Health and Safety Plan in developing the response.
5. Staff Recruitment, Support, and Retention: How will the IU use ARP-ESSER funds to maintain IU staff and provide professional training and/or improve working conditions for IU staff and/or regional LEAs?
6. Other, Summer School, Extended Day, Other Student Programs

Plan for Funds	Explanation
Continuity of Services	MIU4 provides opportunities for school administrators and teachers to engage in problems of practices; creates resource repositories reflecting research-based instructional strategies and assessments; creates and provides data-driven, research-based professional learning opportunities for all LEAs in the MIU4 catchment and statewide to be available in multiple modalities; offers on-demand consultation to all LEA administrators and educators in the areas of CDTs, PVAAS, Text

Plan for Funds	Explanation
	<p>Dependent Analysis, PSSA and Keystone assessment preparation, Instructional Coaching, SAS resources, instructional leadership, learning gap identification, school climate, social and emotional learning models, and Accelerated learning strategies implementation.</p>
Access to Instruction	<p>MIU4 provides opportunities to engage in professional networks addressing best practices in many different areas including equitable practices in instructional delivery and attendance procedures necessary for remote learning delivery models.</p>
Staff Recruitment, Support, and Retention	<p>To increase capacity in MIU IV's ability to provide professional training for regional LEAs, including technical assistance and instructional coaching opportunities, MIU IV has set aside funding to hire a full-time educational consultant specializing in math and a part-time educational consultant in ELA. These educational consultants will be assigned to duties that include (but not limited to) creating teaching and learning models, closing learning/ achievement gaps, implementing both academic and non-academic programs, engaging in data literacy practices in a cyclic monitoring framework, and establishing professional networks for sharing best practices and problems of practice.</p>
Other, Summer School, Extended Day, Other Student Programs	<p>ARP ESSER funding will be used to hire additional staffing (mentioned before- Educational consultant- math), who will provide direct support and assistance with academic competitions that are managed by MIU IV. It has been found that moving these competitions to a virtual setting requires more time and resources than when in-person. Funding will also be used to pay for overtime and the costs associated with additional assignments required over the summer to prepare workshops, training sessions, and resources that will be delivered to school districts when they return from the summer break.</p>

Plan for Funds	Explanation
Facilities Improvements	ARP ESSER funds will be used to replace our current, nonfunctioning HVAC systems which will improve air flow within the building. Improved airflow in all areas will reduce the spread of COVID-19.
Facilities Improvements	ARP ESSER funds will be used to pay for the associated electrical cost for the replacement of our current HVAC system in order to mitigate the spread of COVID-19.
Facilities Improvements	ARP ESSER funds will be used to replace the roof sections which are necessary due to the installation of new HVAC units on the roof. The HVAC project cannot proceed without the replacement of roofing in these areas.
Mitigation Strategies	Complete post HVAC installation cleanup and sanitizing

Section: Narratives - Monitoring and Measuring Progress

Section IV: Monitoring and Measuring Progress

In this fourth section, IUs are asked to describe efforts to build local capacity to ensure high-quality data collection and reporting to safeguard funds for their intended purposes.

9. Capacity for Data Collection and Reporting

IUs must continuously monitor progress and adjust strategies as needed. Describe the IU's capacity and strategy to collect and analyze data (disaggregated by student group, where applicable), for each of the measures in the table below. Please identify if the students were directly served by the IU (Direct Services to Students) or if the students were supported by the IU (Student Supports from the IU).

	Data Collection and Analysis Plan (including plan to disaggregate data)	Identify if the students were directly served by the IU or if the students were supported by the IU
Student learning, including academic impact of lost instructional time during the COVID-19 pandemic	MIU4 provided opportunities for school administrators and teachers to engage in problems of practices that focused on areas that were highly impacted by lost instructional time during the pandemic. These areas were identified using local assessment data and previous assessments that indicated trends of student performance within school districts. MIU IV also created resource repositories reflecting research-based instructional strategies and assessments that supported schools attempts to close identified achievement gaps. MIU IV also offered customized professional learning opportunities and on-demand consultation based on school-level and district-level needs.	Student Supports from the IU
Opportunity to learn measures (see help text)	MIU4 provided opportunities to engage in professional networks addressing best practices in many different areas including equitable practices in instructional delivery using technology, including equitable access to technology; improving student engagement while in a virtual learning environment; and attendance procedcures necessary for remote learning delivery models.	Student Supports from the IU

	Data Collection and Analysis Plan (including plan to disaggregate data)	Identify if the students were directly served by the IU or if the students were supported by the IU
Jobs created and retained (by number of FTEs and position type) (see help text)	One FTE and one part-time FTE were created resulting from ARP ESSER funding at MIU IV.	Student Supports from the IU
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	ARP ESSER funding was used to hire additional staffing (mentioned above-Educational consultants- math and ELA), who provided direct support and assistance with academic competitions that are managed by MIU IV. It was learned that moving these competitions to a virtual setting required more time and resources than when in-person. Funding was also used to pay for overtime and the costs associated with additional assignments required over the summer to prepare workshops, training sessions, and resources that were delivered to school districts after returning from the summer break.	Student Supports from the IU
Professional Development, Training, and Support	MIU4 provide opportunities for classroom teachers and staff to engage in professional development and training activities in the areas of CDTs, PVAAS, Text-Dependent Analysis, PSSA and Keystone preparation, Instructional Coaching, school improvement planning, and accelerated learning strategies implementation. MIU IV also offered customized professional learning opportunities and on-demand consultation based on school-level and district-level needs.	Student Supports from the IU

Section: Narratives - ARP ESSER Prior Approval

ARP ESSER PRIOR APPROVAL

IUs that wish to expend ESSER funds on facilities initiatives may be permitted to:

- make facility upgrades to comply with American Disabilities Act requirements
- upgrade HVAC systems
- remediate mold, lead, and other sources of poor indoor air quality
- install mechanical ventilation and/or advanced filtration systems
- replace windows to allow for improved intake of fresh air
- replace plumbing to ensure safe drinking water—among other upgrades that improve the health and safety of school buildings.

All **capital expenditures** supported with federal funds must be pre-approved by PDE. Capital expenditures means expenditures to acquire capital assets (i.e., land, facilities, or equipment over \$5,000 per unit) or expenditures to make additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations, or alterations to capital assets that materially increase their value or useful life.

Construction means (A) the preparation of drawings and specifications for school facilities; (B) erecting, building, acquiring, altering, remodeling, repairing, or extending school facilities; (C) inspecting and supervising the construction of school facilities; and (D) debt service for such activities (ESEA section 7013(3), 20 U.S.C. § 7713(3)).

Directions: IUs seeking prior approval for Construction/Renovation or Other Capital Expenditures must:

Complete the form for each contractor/project that will be supported with ARP ESSER funds. If using multiple vendors for one project, i.e., classroom expansion, enter total cost per vendor to equal the total budgeted cost of the “classroom expansion” project. Completed forms must be uploaded to this section. Prior to uploading forms, they must be signed off by your IU's Executive Director.

Will you be using a portion of your ARP ESSER funds for Construction and/or Other Capital Expenditures? If no please select 'No' and mark section complete.

Yes

In the table below, please provide the name and type (construction vs. other capital expenditure) of the proposed project and a brief description. Please enter each contractor/project on a separate line in the table.

Name of Proposed Project	Type of Project	Brief Description of Proposed Project
HVAC Replacement	Capital Expenditure	Complete replacement of HVAC in order to attain improved indoor air quality as a COVID-19 prevention strategy. The lack of airflow exacerbates the spread of bacteria and airborne illnesses. The new

Name of Proposed Project	Type of Project	Brief Description of Proposed Project
		system will provide for thermostats in each room in order to improve air flow. Additionally 10 rooftop units will be installed, each with an air handler.
Electrical Upgrades for HVAC Project	Capital Expenditure	The electrical reimbursement request relates to removal and upgrades necessary to install the new HVAC system. The previous HVAC system was an electrical heat pump system. As a result, all of the wiring has to be removed and replaced to the new units. The new units are natural gas fired and the removal of the old wiring was imperative to have space to be able to power the 10 new units.
Partial Roof Replacement	Construction	Total HVAC replacement project and roofing work hand in hand as one cannot be done effectively without the other. The reason is that the proposed project includes removing the 4 current rooftop HVAC units and installing 10 new units. The four units to be removed under the current HVAC system are not in the same location as the 10 new units to be installed. To be practical, considering the current condition of the roof, it makes sense to replace the roof at the same time so that the investment is both efficient and successful.



CHECK HERE - to assure that you have successfully uploaded your Prior Approval Form(s) if

applicable.

Section: Narratives - Health and Safety Plan Upload and URL

IU HEALTH AND SAFETY PLAN AND URL

Please upload your IU Health and Safety Plan below, and check the assurance indicating that you have completed your upload. Please name the file using your IU name followed by Health and Safety Plan. example: "***IU Name-Health and Safety Plan***"

IUs are required to add the URL where the approved plan will be posted to the IU's public website. Please add the URL below.

<https://www.miu4.org/domain/309>

Check Here - to assure that you have successfully uploaded your IU Health and Safety Plan.

Section: Narratives - Mandatory Statewide System of Support (SSoS) 10% Set Aside**MANDATORY STATEWIDE SYSTEM OF SUPPORT (SSoS) 10% SET ASIDE**

IUs are required to set aside 10% of the total allocation to be used for SSoS services during the 2021-22 Fiscal Year. Reporting for SSoS will not be in this application but will be completed in SSoS program in eGrants as in the past. Please use the table below to calculate the 10% set aside by entering the IU allocation and click save. The system will not calculate the set aside until the Save button is clicked.

Please enter your allocation below to determine your mandatory 10% set aside value.

Allocation	Mandatory Set Aside Amount (calculated on save)
1347896	134,789.60

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$1,347,896.00

Allocation

\$1,347,896.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$260,133.00	Salary for Educational Consultants
1000 - Instruction	200 - Benefits	\$139,951.00	Benefits for Educational Consultants
1000 - Instruction	100 - Salaries	\$4,824.49	Salary for additional summer work for current Educational Consultant
1000 - Instruction	200 - Benefits	\$1,035.00	Benefits for additional summer work for current Educational Consultant
		\$405,943.49	

Section: Budget - Support and Non-Instruction Expenditures

BUDGET OVERVIEW

Budget

\$1,347,896.00

Allocation

\$1,347,896.00

Budget Over(Under) Allocation

\$0.00

SUPPORT AND NON-INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	400 - Purchased Property Services	\$632,500.00	Replacement of HVAC System
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	400 - Purchased Property Services	\$35,000.00	Electrical Associated with HVAC Replacement
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	400 - Purchased Property Services	\$171,648.04	Roof Replacement
5000 - OTHER EXPENDITURES AND FINANCING USES	900 - Indirect Costs Rate	\$99,844.15	Indirect Cost
2600 - Operation and Maintenance	400 - Purchased Property Services	\$2,960.32	Post HVAC cleanup and sanitizing
		\$941,952.51	

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	\$264,957.49	\$140,986.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$405,943.49
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher 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

	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
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	\$2,960.32	\$0.00	\$0.00	\$0.00	\$2,960.32
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
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$839,148.04	\$0.00	\$0.00	\$0.00	\$839,148.04
	\$264,957.49	\$140,986.00	\$0.00	\$842,108.36	\$0.00	\$0.00	\$0.00	\$1,248,051.85
Approved Indirect Cost/Operational Rate: 0.0800								\$99,844.15
Final								\$1,347,896.00

Project #: FA-224-21-0604

Agency: Midwestern IU 4

AUN: 104000000

Appendix B