

Section: Narratives - Needs Assessment

Introduction

In accordance with the American Rescue Plan (ARP) Act and Pennsylvania Act 24 of 2021 (Act 24), the Pennsylvania Department of Education (PDE) will award approximately \$ 249,848,000 or five percent (5%) of Pennsylvania's ARP Elementary and Secondary School Education Relief (ESSER) State Reserve funds to school districts, charter schools and cyber charter schools (collectively, LEAs) = to implement evidence-based interventions that address learning loss in response to the academic, social, emotional and mental health needs of students and subgroups of students impacted by COVID-19 public health emergency that supplement school programs and activities.

Act 24 requires that LEAs, at a minimum, use the funds they are awarded under this subgrant in the following ways: .

Percentage of LEA Allocation - Required Activities

30% - To address the social, emotional and mental health needs of students

10% - To provide professional development and technical assistance to educators, school support staff, school leaders and school health professionals to address the social, emotional and mental health needs of students.

8% - To address reading remediation and improvement for students

The remaining allocation may be used by the LEA to address and/or supplement other areas of learning loss caused by the pandemic.

Act 24 also requires that, when available, existing personnel shall be utilized by school districts, charter schools and cyber charter schools to staff programs and activities established with these grant funds.

Within 90 days of receipt of these allocations, school districts, charter schools and cyber charter schools must submit a three-part plan to PDE, that outlines the proposed use of the grant money, itemized by program and activity. This plan is part of a consolidated application that includes after-school programming, summer activities, and a comprehensive plan to address learning loss. The plan shall include:

- 1) A description of each program and activity
- 2) A narrative outlining the expected benefit of each program and activity
- 3) A budget for each program and activity detailing personnel and operating costs.

Through this grant application, LEAs will meet their requirement of developing a three-part plan, including describing their planned programming, a narrative outlining the expected benefit of each program and activity, as well as an overview of how the LEA determined the areas of need to be addressed, including the use of stakeholder feedback.

PDE has developed the Accelerated Learning Toolkit, a significant cadre of resources and trainings, to support LEAs in the development of their plans. The Accelerated Learning Toolkit can be found [Link to Accelerated Learning Toolkit](#).

Needs Assessment: In this section, LEAs are asked to describe the impact of the pandemic on their

students, examine disproportionate impacts on specific student groups, and highlight the LEA's promising practices in supporting student needs since March 2020.

Indicators of Impact

1. Understanding the Impact of the COVID-19 Pandemic: Describe how the LEA 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) Social and Emotional Learning, (2) Professional Development needs to support Social and Emotional Learning, (3) Reading Remediation and Improvement for Students, and (4) Other areas of Learning Loss?

	Method used to Understand Each Type of Impact
Social and Emotional Learning	Survey data collected from families and the community indicated that providing extra mental health supports for students as a high priority. Post COVID attendance rates are steadily declining across the district which leads to students being less engaged in the classroom when they are in attendance and/or failing courses due to lack of engagement. Referrals to the Multi-Tiered System of Support Teams in each building are increasing with supports being sought for off-task behaviors, non-compliance in the classroom, excessive focus on screens/technology devices, and poor social skills with peers. Additional mental health counselors have been contracted for each building to provide classroom supports, collaboration for teachers and outreach to families to improve student attendance.
Professional Development for Social and Emotional Learning	Survey data from staff indicates their frustration in dealing with classroom management issues that have intensified post COVID. Teacher concerns about student insubordination, impacts of trauma in the home setting, addiction to technology, disengaged students and families, classroom management, readiness to learn deficits and disrespectful attitudes lead administrators to providing additional professional development for staff to better deal with issues that are present in the school environment. Referrals to the MTSS team for ideas on how to better support students have increased signaling a need for help in the classroom environment on a day to day basis.
	Benchmark data that is collected at the elementary level including PSSA Data, DIBELS/Acadience benchmark assessments and Success For All Curriculum Data indicates that students are falling behind in annual growth and achievement goals that were established pre-COVID and have not recovered from the lost instructional time caused by the COVID school closure and quarantines related to COVID. Post-COVID planning has included adding staff to reduce class sizes, increase intervention times and provide additional supports throughout the school day. Summer School

	Method used to Understand Each Type of Impact
Reading Remediation and Improvement for Students	programs were re-vamped to provide for more intensive and individualized interventions however attendance and engagement are ongoing issues that continue to impact established interventions. The SFA Reading Program for first grade students has been updated to address student needs and now includes more phonics instruction to combat learning loss associated with COVID. An online platform is included in the new edition so that if students are excluded from school they can more easily stay on track with classroom instruction. Computer assisted intervention activities are also built into this new edition as a Tier 2 and 3 intervention strategy. Teachers will be able to easily develop lessons targeted to student needs to accelerate individual success in reading. Parent/Family engagement is supported with videos accessible at home to reinforce learning.
Other Learning Loss	Additional SEL strategies will have a positive impact as teachers are trained to meet the needs of the student in the classroom (Tier 1 interventions) and provide an environment that both increases engagement and student readiness to be active learners. The updated reading program will support improvement for students using Tier 1, 2 and 3 intervention strategies that are evidenced based. The additional floating substitute will address learning loss concerns by limiting interruptions to established schedules that provide interventions and supports to students. Currently the district has just one floating substitute that generally addresses concerns in the elementary building. The additional floating substitute will allow us to address similar concerns with our middle school and high school population who are suffering with poor grades, increased failure/retention rates and increased attendance issues. The school social worker will oversee attendance incentive programs and work with the floating substitutes to engage the most at-risk students in an effort to assist them in achieving both social and academic growth and success as they respond to COVID learning loss and prepare to be engaged students in the post-COVID world.

Documenting Disproportionate Impacts

2. Identify the student groups in the LEA that faced particularly significant impacts from the pandemic in the areas of Social and Emotional Learning, Reading Remediation and Improvement, or any other areas of learning loss that the LEA will address with this funding source. For each, provide specific strategies that were used or will be used to identify and measure impacts.

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		Various data points including

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Children from Low-Income Families	Social and Emotional Learning	attendance, discipline and MTSS referrals will be used to identify and measure impacts.
Children from Low-Income Families	Reading Remediation and Improvement	ELA data from a variety of sources will be reviewed for students in this group and will measure the baseline needs as well as the impact of the reading program.
Children from Low-Income Families	Other Areas of Learning Loss	Various data points including attendance, discipline and MTSS referrals will be used to identify and measure impacts.
Children with Disabilities	Social and Emotional Learning	Various data points including attendance, discipline and MTSS referrals will be used to identify and measure impacts.
Children with Disabilities	Reading Remediation and Improvement	ELA data from a variety of sources will be reviewed for students in this group and will measure the baseline needs as well as the impact of the reading program.
Children with Disabilities	Other Areas of Learning Loss	Various data points including attendance, discipline and MTSS referrals will be used to identify and measure impacts.

Section: Narratives - Learning Loss Program Questions

Learning Loss Program Questions: In this section, LEAs are asked to describe the activities they have designed to support accelerated learning to combat learning loss caused by the COVID-19 pandemic for their students. Please use the following link to ensure that your calculated values below are equal to the values published on PDE's website. The file contains your LEA's MINIMUM required reserves for Learning Loss to address SEL, SEL PD, and Reading Improvement. [Click to download reserve amounts.](#)

*LEA's can choose to spend MORE than the minimum required reserves for Learning Loss. Those values will be entered in the budget sections.

Section 3a – Social and Emotional Learning: As schools across the Commonwealth return to school, LEAs face increased challenges in addressing the mental health needs of their students and staff. LEAs are required to utilize **A MINIMUM of THIRTY PERCENT (30%)** of funding available through this grant application to support the Social and Emotional Learning of their students. In this section, LEAs are asked to describe the activities they have designed to address these needs. Please reference the SEL framework to assist in developing this plan.

3. Calculate 30% of LEA Allocation as the **MINIMUM REQUIRED RESERVE** for Social and Emotional Learning. *(Calculation will populate when you click the Save button)*
 - *This value will be needed in the corresponding budget section.*

	Total LEA Allocation	Multiply by 30% (.30)	Minimum Allocation for SEL
Minimum 30% SEL Requirement	179,888	30%	53,966

4. Describe the data sources the LEA is using to identify social and emotional needs of students and identify areas of strength and concerns in the learning environment.

Referral data from MTSS, discipline data and attendance data will be among the sources used to identify the social and emotional needs of the students. Areas of strength and concern will be defined by the staff working with students including administrators, teachers, counselors, social workers and mental health support staff. Family and student input will also be considered. Anecdotal records will be collected on students to identify both broad and specific areas of concern to be addressed by the additional mental health staff that is contracted to work in the school setting with students.

5. Program/Activities – Please describe the planned program activities and identify the type of activity and the number of students to be served by that activity.

Program Activity	Student Group	Type (Universal, Targeted, Intensive)	Number of Students Served
Additional Mental Health Staff at Middle School	Children from Low-Income Families	Targeted	30
Additional Mental Health Staff at Middle School	Children with Disabilities	Targeted	30
Additional Mental Health Staff at Middle School	Children from Low-Income Families	Intensive	10
Additional Mental Health Staff at Middle School	Children with Disabilities	Intensive	10

6. How will the LEA assess the success of the SEL program? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Student Achievement Data	quarterly	Increased scores on Curriculum Based Assessments, Keystone Assessments, Improved pass rates and graduation rates.
MTSS Referral Data	quarterly	Decreased MTSS referrals and mental health referrals.
Attendance Data	quarterly	Increased attendance rates
Discipline Data	quarterly	Decreased number of discipline referrals

Section 3b – Social and Emotional Learning Professional Development: LEAs face increased challenges in addressing the mental health needs of their students and staff. LEAs are required to utilize **A MINIMUM OF TEN PERCENT (10%)** of funding available through this grant application to support professional development activities and technical assistance for educators, school support staff, school leaders and school health professionals to address the social, emotional and mental health needs of students. In this section, LEAs are asked to describe the activities they have designed to address these needs.

7. Calculate 10% of LEA Allocation as the **MINIMUM REQUIRED RESERVE** for Social and Emotional Learning Professional Development. (Calculation will populate when you click the Save button)

- This value will be needed in the corresponding budget section.

	Total LEA Allocation	Multiply by 10% (.10)	Minimum Allocation for SEL PD
Minimum 10% SEL PD Requirement	179,888	10%	17,989

8. Describe the planned professional development activities and how the activity will ensure that teachers/staff are equipped with training/support on the following:
- Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;
 - Identifying signs of possible mental health issues and providing culturally relevant support;
 - Motivating students that have been disengaged;
 - Mentoring students who have attendance issues before it becomes a pattern;
 - Self-care and mindfulness strategies for teachers;
 - Engaging and communicating effectively with parents;
 - Working with community agencies to address non-academic needs.

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other)	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
a. Social emotional learning and					Keynote speaker on a

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other)	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
support for students that have suffered trauma during the COVID-19 pandemic;	100	Teacher	TBD	External Contractor	motivational topic related to trauma suffered related to COVID
e. Self-care and mindfulness strategies for teachers;	100	Teacher	TBD	Internal Staff	Book study and PLC led by internal staff
e. Self-care and mindfulness strategies for teachers;	100	Teacher	TBD	External Contractor	Employee Assistance Program

9. How will the LEA assess the success of the SEL professional development? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Student Data (MTSS and Discipline Referrals), Teacher Survey Data	quarterly	MTSS and discipline referrals are expected to decrease. Staff surveys are expected to reflect that staff feels more equipped to support student needs and deal with academic, social and behavioral issues in the classroom in a more proactive and positive manner, ultimately leading to more student success.

Section 3c - Reading Improvement for Students:

LEA allocations in Reading improvement should be used to increase the best practice in the

implementation of research-based reading instruction and acceleration. As schools are planning the most effective use for this 8% set aside for reading instruction and acceleration, they should contemplate the use of structured literacy (also known as Science of Literacy) to develop reading instruction and remediation. Please reference the Structured Literacy framework to assist in developing this plan **LINK NEEDED**

LEAs are required to utilize **A MINIMUM of EIGHT PERCENT (8%)** of their ARP-ESSER allocation for research-based reading instruction. In this section, describe the course of action to remediate and improve reading gaps through research-based practices.

10. Calculate 8% of LEA Allocation as the **MINIMUM REQUIRED RESERVE** for Reading Improvement for Students. (Calculation will populate when you click the Save button)

- This value will be needed in the corresponding budget section.

	Total LEA Allocation	Multiply by 8% (.08)	Minimum Allocation for Reading Improvement
Minimum 8% Reading Improvement Requirement	179,888	8%	14,391

11. What local assessments were used to determine the need to address learning loss in the area of reading? For which specific groups of students was this need evidenced? What were the findings?

Curriculum Based Assessments, Benchmarking Data (DIBELS and SFA Roots Assessment Data) were used to determine the need to address learning loss in the area of reading. First grade students will be the focus of the Reading Improvement program. The Success For All Reading program is currently in use at the elementary school and this new edition will be an upgrade to the existing program that has established goals and targets to mitigate reading gaps in students. The ESSER funds will be used to purchase the upgrade which addresses more intensive phonics instruction, online lessons and computer assisted student interventions. All first grade teachers will be trained by SFA in the use of the new edition and related tools (data collection, intervention supports, etc.), SFA will also provide on-going coaching visits on-site at the elementary school throughout implementation. DIBELS/Acadience and SFA benchmarking data will be used to identify students who need Tier 2 and 3 supports as well and as a progress monitoring tool for all students. Link for SFA Evidence Based curriculum - <https://www1.successforall.org/rbt/>

12. Does your data indicate that at-risk readers are making at least a year's worth of growth or more in one school year? *Please consider both state PVAAS data and local assessment data

No

Please explain:

Due to COVID student data at the first grade level does not indicate a year's worth of growth in one school year as evidenced in DIBELS/Acadiance and SFA Curriculum benchmarking tools. PVAAS data is not available for this group of students.

13. Has the LEA used structured literacy and/or provided training for K-4, ESL, and Special Education teachers in structured literacy?

Yes

If so, please identify the training, grade level, and number of teachers involved.

Training	Grade Level / ESL / Special Education	Number of Teachers Trained
SFA Reading Roots Training	First Grade - All Students	8

14. Describe the evidence-based instructional intervention(s) that address the identified needs of students most disproportionately impacted.

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
SFA Instruction and Intervention	Children from Low-Income Families	38	Tier 1, 2 and 3 Interventions are provided based on progress monitoring data. Lightning Squad Tutoring and other research based interventions are provided by grade level staff, reading specialists and the Title I team.

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
SFA Instruction and Intervention	Children with Disabilities	8	Tier 1, 2 and 3 Interventions are provided based on progress monitoring data. Lightning Squad Tutoring and other research based interventions are provided by grade level staff, reading specialists and the Title I team.

15. How will the LEA assess the success of the literacy program? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Student Progress Monitoring Data (SFA and DIBELS Benchmarking Tools)	Quarterly	It is expected that students will make two stages of growth each quarter. Students who do not make two stages of growth will be assigned to additional interventions and supports.

Section 3d - Other Learning Loss Activities: LEAs are permitted to utilize the remainder of their allocation to support and/or supplement additional efforts being implemented to combat learning loss caused by the COVID-19 pandemic. Please use this section to describe those efforts.

***This value can be UP TO 52% of the total allocation, if minimum values were used for other reserves.**

16. Calculate 52% of the remaining LEA Allocation **AS A MAXIMUM** amount to fund Other Learning Loss Activities. (Calculation will populate when you click the Save button)

	Total LEA Allocation	Multiply by 52% (.52)	Maximum Allocation for Other Learning
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			Loss Activities
52% Other Learning Loss Activities	179,888	52%	93,542

17. Describe the evidence-based instructional intervention(s) that address the identified needs of students most disproportionately impacted.

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Additional Floating Sub	Children from Low-Income Families	300	The floating sub will minimize interruptions to instruction that will further impact learning loss. A schedule will be developed for the floating sub to provide targeted interventions for identified students during times that class coverage is not needed. Additionally the floating sub will work with the school social worker to incentivise attendance and increase student engagement.
Additional Floating Sub	Children with Disabilities	80	The floating sub will minimize interruptions to instruction that will further impact learning loss. A schedule will be developed for the floating sub to provide targeted interventions for identified students during times that class coverage is not needed. Additionally the floating sub will work with the school

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			social worker to incentivise attendance and increase student engagement.

18. How will the LEA assess the success of the learning loss activities? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Student growth and achievement data (PVAAS, PSSA/Keystone, Curriculum Based Assessment Data), MTSS/Discipline/Attendance Data	Quarterly	Student growth and achievement is expected to increase as MTSS referrals, Discipline referrals and truancy decreases.

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

\$179,888.00

Allocation

\$179,888.00

Budget Over(Under) Allocation

\$0.00

Enter your calculated value for the 30% Social and Emotional Learning set aside requirement. (Round Up to the whole dollar)

53,966

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$53,966.00	Cost of a mental health Counselor dedicated to the Middle School for 2022-23 and a partial year in 2023-24
		\$53,966.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$179,888.00

Allocation

\$179,888.00

Budget Over(Under) Allocation

\$0.00

Enter your calculated value for the 10% Social and Emotional Learning Professional Development set aside requirement. (Round Up to the whole dollar)

17,989

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$17,989.00	Speakers for the first teacher in-service day for both 2022-23 and 2023-24
		\$17,989.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$179,888.00

Allocation

\$179,888.00

Budget Over(Under) Allocation

\$0.00

Enter your calculated value for the 8% Reading Improvement set aside requirement. (Round Up to the whole dollar)

14,391

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$10,000.00	Updated supplies for the Reading Roots curriculum at the elementary school
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$4,391.39	Training costs associated with the Reading Roots curriculum update
		\$14,391.39	

Section: Budget - Other Learning Loss Expenditures

Learning Loss Budget

Calculate the remaining LEA Allocation amount to fund Other Learning Loss Activities. Please enter **Budget Totals** from the **SEL, SEL PD, and Reading Improvement budget sections** to determine what funds are remaining for Other Learning Loss Activities. Click Save to calculate the value, and then this budget section Total should be equal this amount. (Calculation will populate when you click the Save button)

	Total LEA Allocation	30% SEL Budgeted Value	10% SEL PD Budgeted Value	8% Reading Improvement Budgeted Value	Remaining Allocation for Other Learning Loss Activities
Other Learning Loss Activities Amount	179,888	53,966	17,989	14,391	93,542

Learning Loss Expenditures

Budget

\$179,888.00

Allocation

\$179,888.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$1,500.00	Estimated salary for tutoring costs for Algebra Keystones in 2021-22, 2022-23, and 2023-24

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$239.00	Estimated benefits for tutoring costs for Algebra keystones in 2021-22, 2022-23, and 2023-24
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$71,428.00	Salary associated with a floating sub for 2022-23 and 2023-24 (partial year)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$20,374.61	Benefits associated with a floating sub for 2022-23 and 2023-24 (partial year)
		\$93,541.61	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

\$179,888.00

Allocation

\$179,888.00

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	\$71,428.00	\$20,374.61	\$0.00	\$0.00	\$0.00	\$10,000.00	\$0.00	\$101,802.61
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	\$1,500.00	\$239.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,739.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher								

	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	\$53,966.00	\$0.00	\$0.00	\$0.00	\$0.00	\$53,966.00
2200 Staff Support Services	\$0.00	\$0.00	\$22,380.39	\$0.00	\$0.00	\$0.00	\$0.00	\$22,380.39
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

	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
	\$72,928.00	\$20,613.61	\$76,346.39	\$0.00	\$0.00	\$10,000.00	\$0.00	\$179,888.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$179,888.00