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	Our district had just rolled out a 3-year plan around SEL when the pandemic hit. We have adjusted and extended the initial plan. We have a cohort of SEL Champions in each school to facilitate staff and student activities associated with SEL. Each school has an SEL/Climate/Culture goal as part of their yearly action plan. Additionally, we have identified an increase in students who have experienced trauma, mental health, and/or demonstrated more behavioral challenges since our return to school in Sept. 2021. This is evidenced through office referrals, attendance, and discipline records. We want to continue to provide additional school-based counselors to support our students given the needs we are seeing.
Professional Development for Social and Emotional Learning	As part of our 3-year SEL plan, we embedded professional learning for our teachers/admin. We have partnered with Thom Stecher and Associates to provide these opportunities. Teachers participate in a cohort model and plan/implement SEL activities in their classrooms. This is measured as aligned to each building's SEL Action Plan goal.
Reading Remediation and Improvement for Students	RtII has been prioritized at our elementary level. We have expanded this initiative to middle school. Our high school utilizes a Flex period for additional academic support. Students are identified for interventions based on the results of ongoing diagnostic, formative, and summative assessments. Common benchmark testing is used in all grades in ELA/math. All students are considered Tier 1 which prioritizes comprehensive core instruction. Students with borderline or below grade level needs receive additional supports in Tier 2 or Tier 3. Instructional planning meetings occur every 6-8 weeks to review progress, adjust tiers and identify supports. Our students with the greatest need are served by our most qualified staff.
Other Learning Loss	Our RtII and Extended Day tutoring programing includes a focus on both ELA and Math.

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
Children from Low-Income Families	Reading Remediation and Improvement	We maintain key benchmark and common assessment data throughout all levels of our school. The high school prioritizes CDT data as well as curriculum-based assessments. Middle schools prioritize CDT and IXL data as well as curriculum-based assessments. Elementary school prioritize reading level data, CDT and IXL data as well as curriculum based-assessments.
Children from Low-Income Families	Other Areas of Learning Loss	We maintain key benchmark and common assessment data throughout all levels of our school. The high school prioritizes CDT data as well as curriculum-based assessments. Middle schools prioritize CDT and IXL data as well as curriculum-based assessments. Elementary school prioritize reading level data, CDT and IXL data as well as curriculum based-assessments.
		We maintain key benchmark and common assessment data throughout all levels of our school. The high school prioritizes CDT data as well as

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Children with Disabilities	Reading Remediation and Improvement	curriculum-based assessments. Middle schools prioritize CDT and IXL data as well as curriculum-based assessments. Elementary school prioritize reading level data, CDT and IXL data as well as curriculum based-assessments.
Children with Disabilities	Other Areas of Learning Loss	We maintain key benchmark and common assessment data throughout all levels of our school. The high school prioritizes CDT data as well as curriculum-based assessments. Middle schools prioritize CDT and IXL data as well as curriculum-based assessments. Elementary school prioritize reading level data, CDT and IXL data as well as curriculum based-assessments.

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	276,853	30%	83,056

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.

Our district had just rolled out a 3-year plan around SEL when the pandemic hit. We have adjusted and extended the initial plan. We have a cohort of SEL Champions in each school to facilitate staff and student activities associated with SEL. Each school has an SEL/Climate/Culture goal as part of their yearly action plan. Additionally, we have identified an increase in students who have experienced trauma, mental health, and/or demonstrated more behavioral challenges since our return to school in Sept. 2021. This is evidenced through school counselor records; office referrals, attendance, and discipline records. We want to continue to provide additional school-based counselors to support our students given the

needs we are seeing.

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
Employment of School-based counselors	Children with Disabilities	Intensive	75

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
Counselor data including attendance records; parent communication logs; student academic records	quarterly	Counselors will track attendance data of students they are supporting as well as parent communication. Student academic records will be reviewed and are expected to show improvment due to improved mental health supports.

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	276,853	10%	27,685

8. Describe the planned professional development activities and how the activity will ensure that teachers/staff are equipped with training/support on the following:
   a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;
   b. Identifying signs of possible mental health issues and providing culturally relevant support;
   c. Motivating students that have been disengaged;
   d. Mentoring students who have attendance issues before it becomes a pattern;
   e. Self-care and mindfulness strategies for teachers;
   f. Engaging and communicating effectively with parents;
   g. 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 support for students that have suffered trauma during the COVID-19 pandemic;	90	Teacher	Thom Stecher and Associates	External Contractor	Our teachers, counselors, and admin will be trained in SEL strategies to support students in their classrooms. We will use a cohort model meeting 4 times/year. Coaching supports will be provided between each PD session to promote classroom application.

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 support for students that have suffered trauma during the COVID-19 pandemic;	5	Counselor	Thom Stecher and Associates	External Contractor	Our teachers, counselors, and admin will be trained in SEL strategies to support students in their classrooms. We will use a cohort model meeting 4 times/year. Coaching supports will be provided between each PD session to promote classroom application.
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	5	Admin	Thom Stecher and Associates	External Contractor	Our teachers, counselors, and admin will be trained in SEL strategies to support students in their classrooms. We will use a cohort model meeting 4 times/year. Coaching supports will be provided between each PD session to promote classroom

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
					application.
c. Motivating students that have been disengaged;	90	Teacher	Thom Stecher and Associates	External Contractor	Our teachers, counselors, and admin will be trained in SEL strategies to support students in their classrooms. We will use a cohort model meeting 4 times/year. Coaching supports will be provided between each PD session to promote classroom application.
c. Motivating students that have been disengaged;	5	Counselor	Thom Stecher and Associates	External Contractor	Our teachers, counselors, and admin will be trained in SEL strategies to support students in their classrooms. We will use a cohort model meeting 4 times/year. Coaching supports will be provided between each PD session to

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
					promote classroom application.
c. Motivating students that have been disengaged;	5	Admin	Thom Stecher and Associates	External Contractor	Our teachers, counselors, and admin will be trained in SEL strategies to support students in their classrooms. We will use a cohort model meeting 4 times/year. Coaching supports will be provided between each PD session to promote classroom application.
e. Self-care and mindfulness strategies for teachers;	90	Teacher	Thom Stecher and Associates	External Contractor	Our cohort training model for teachers, counselors, and admin will include a focus on self-care and wellness strategies for adults. Coaching supports will be provided between each PD session.

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
e. Self-care and mindfulness strategies for teachers;	5	Counselor	Thom Stecher and Associates	External Contractor	Our cohort training model for teachers, counselors, and admin will include a focus on self-care and wellness strategies for adults. Coaching supports will be provided between each PD session.
e. Self-care and mindfulness strategies for teachers;	5	Admin	Thom Stecher and Associates	External Contractor	Our cohort training model for teachers, counselors, and admin will include a focus on self-care and wellness strategies for adults. Coaching supports will be provided between each PD session.

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

Pre- and post- PD surveys; data/progress toward SEL goals in each building action plan	pre- and post each SEL cohort; quarterly/trimester monitoring of SEL goals in building action plans	Teachers, counselors, admin will report increased understanding of SEL and increased application within school/classroom; Building action plan SEL goals will be met or exceeded

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	276,853	8%	22,148

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?

We utilize benchmark assessments and ongoing progress monitoring throughout the year to identify students with learning needs. Additionally, we have focused on the use of formative assessments across all grade levels K-12. Our K-8 grades utilize a RtII (Response to Intervention and Instruction) structure to support students. The CDT, Classroom Diagnostic Assessment, is used in grades 3-8 as well as all Keystone tested subject areas in high school.

IXL is also used in grades K-8 as a diagnostic and growth assessment for students. These are key ways we identify and target learning needs for our students.

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

Yes

Please explain:

In years prior to the pandemic, the great majority of our students, including those at risk, made at least a year's worth of growth. This has decreased during the pandemic, but we are confident we can help accelerate the learning loss with targeted and additional support for our students at outlined in ARP ESSER and this 7% Set Aside grant.

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
Heggerty Phonological and Phonemic Awareness Professional Learning	Grade Level	60

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
			LLI is an evidence-based intervention program that

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
LLI - Leveled Literacy Intervention	Children from Low-Income Families	350	incorporates all facets of reading instruction comprehensively to support student growth.
Read Naturally	Children from Low-Income Families	150	Read Naturally is an evidence-based program focused on building reading fluency, vocabulary and thus, improving reading comprehension.
Close Reading strategies	Children from Low-Income Families	350	Close reading is an evidence-based strategy where students are taught to annotate and 'talk' to the text in order to improve comprehension.
READ 180	Children with Disabilities	150	READ 180 is an evidence-based approach of strategic reading instruction incorporating all facets of the reading process.

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

Section 3d - Other Learning Loss Activities: LEAs are permitted to utilize the remainder of their

allocation **t**o 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 Loss Activities
52% Other Learning Loss Activities	276,853	52%	143,964

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

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

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

$276,853.00

Allocation

$276,853.00

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)

83,056

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	500 - Other Purchased Services	$150,000.00	We will use these funds to continue our contracted services to employ two school-based counselors and a part-time school counselor for our district.
		$150,000.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

$276,853.00

Allocation

$276,853.00

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)

27,686

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	500 - Other Purchased Services	$20,000.00	We contract our SEL professional learning services with Thom Stecher and Associates. We are working in a cohort model to train all teachers to implement SEL in their classrooms.
2000 - SUPPORT SERVICES	600 - Supplies	$6,653.00	We would like to purchase some SEL resources that may include teacher toolkits and/or programs/lessons for consistent classroom application.
		$26,653.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

$276,853.00

Allocation

$276,853.00

Budget Over(Under) Allocation

$0.00

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

22,148

Budget Summary

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	$23,700.00	Salaries for additional after school, extended day tutoring teachers
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	$6,300.00	Benefits for additional after school, extended day tutoring teachers
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$52,000.00	These funds will provide the salary for an extra intervention teacher for a year to provide additional remediation support to students.
			These funds will

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$18,200.00	provide the benefits for an extra intervention teacher for a year to provide additional remediation support to students.
		$100,200.00	

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					0

Learning Loss Expenditures

Budget

$276,853.00
Allocation

$276,853.00

Budget Over(Under) Allocation

$0.00

Budget Overview

Function	Object	Amount	Description
		$	
		$0.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

$276,853.00

Allocation

$276,853.00

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	$52,000.00	$18,200.00	$0.00	$0.00	$0.00	$0.00	$0.00	$70,200.00
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	$23,700.00	$6,300.00	$0.00	$0.00	$0.00	$0.00	$0.00	$30,000.00
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	$6,653.00	$0.00	$6,653.00
2100 SUPPORT SERVICES – STUDENTS	$0.00	$0.00	$0.00	$0.00	$150,000.00	$0.00	$0.00	$150,000.00
2200 Staff Support Services	$0.00	$0.00	$0.00	$0.00	$20,000.00	$0.00	$0.00	$20,000.00
2300 SUPPORT SERVICES – ADMINISTRATION	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2400 Health Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2500 Business Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2600 Operation and Maintenance	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2700 Student Transportation	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2800 Central Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3100 Food Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

	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
	$75,700.00	**$24,500.00**	**$0.00**	**$0.00**	**$170,000.00**	**$6,653.00**	**$0.00**	**$276,853.00**
				Approved Indirect Cost/Operational Rate: 0.0000				**$0.00**
							Final	**$276,853.00**