

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	PASS Survey 7-12; Number of students in need of Tier 2 and 3 behavior interventions in grades K-6
Professional Development for Social and Emotional Learning	Staff professional development survey
Reading Remediation and Improvement for Students	NWEA Map Growth Data; Achieve 3000--LEA Local Assessments
Other Learning Loss	NWEA Map Growth Data for 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	Social and Emotional Learning	PASS Survey 7-12; Number of students in need of Tier 2 and 3 behavior interventions in grades K-6
		PASS Survey 7-12; Number of

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Children with Disabilities	Social and Emotional Learning	students in need of Tier 2 and 3 behavior interventions in grades K-6
Children from Low-Income Families	Reading Remediation and Improvement	NWEA Map Growth Data; Achieve 3000--LEA Local Assessments
Children with Disabilities	Reading Remediation and Improvement	NWEA Map Growth Data; Achieve 3000--LEA Local Assessments
English Learners	Reading Remediation and Improvement	NWEA Map Growth Data; Achieve 3000--LEA Local Assessments
Children from Low-Income Families	Other Areas of Learning Loss	NWEA Map Growth Data for Math
Children with Disabilities	Other Areas of Learning Loss	NWEA Map Growth Data for Math

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	252,540	30%	75,762

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.

PASS Survey in grades K-12; MTSS Data for Behavior

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
Contracted Mental Health Specialists	Major Racial and Ethnic Groups	Targeted	25
Contracted Mental Health Specialists	Children from Low-Income Families	Targeted	50
Contracted Mental Health Specialists	Children with Disabilities	Targeted	50

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
PASS Survey in grades K-12; MTSS Data for Behavior	2-3 times annually	Increase in survey results that indicate a more positive school climate; feelings of inclusiveness and connectedness; decrease in the number of students needing MTSS interventions for behavior.

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

	Total LEA Allocation	Multiply by 10% (.10)	Minimum Allocation for SEL PD
Minimum 10% SEL PD Requirement	252,540	10%	25,254

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 support for students that have suffered trauma during the COVID-19 pandemic;	200	Teacher	Trauma-Informed Education Coalition	External Contractor	Whole Group PD and follow up sessions throughout the school year.

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
PASS Survey K-12	2-3 times annually	Decrease in the barriers to learning that are under the control of the school

Tool Used to Evaluate Success	Frequency of Use	Expected Results
		environment
MTSS for Behavior	Ongoing	Decrease in the number of students qualifying for Tier 2 and Tier 3 behavior interventions
Discipline Referrals	Ongoing	Decrease in the number of discipline referrals
Attendance	Daily	Decrease in the number of SAIP plans and chronic absenteeism.

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	252,540	8%	20,203

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?

F&P BAS, DIBELS 8, NWEA Map Growth Assessment, Achieve 3000 Level Set Assessment This data indicated a significant need to address learning loss in the area of reading for the following subgroups: economically disadvantaged, IEP, ELL, and minority. This is specifically concerning in the primary students who were in grades K, 1, and 2 in 2019-2020, and then 2020-2021. These student have significant gaps in phonemic awareness and phonics.

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:

Prior to the pandemic our data indicated that many of our at-risk readers were making a year's worth of growth in one school year. Since 2019-2020, we have no data to support that and our local data reflects learning loss in the area of reading for our at-risk readers. In other words, we now have more at-risk readers than we did pre-pandemic. W

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
LETRS	K-12/ESL/Special Education	15
LETRS	K-4 ELA	10
Project Read Phonology	K-3 ELA/Special Education/ESL	30
Heggerty Phonemic Awareness	K-1 ELA Teachers	15

Training	Grade Level / ESL / Special Education	Number of Teachers Trained
Heggerty Phonemic Awareness	K-4 Reading Specialists/Special Education	9

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
Heggerty Phonemic Awareness	Children with Disabilities	10	35 week curriculum of daily phonemic awareness lesson plans developed on a systematic scope and sequence of skills with explicit modeling
Heggerty Phonemic Awareness	English Learners	12	35 week curriculum of daily phonemic awareness lesson plans developed on a systematic scope and sequence of skills with explicit modeling
Heggerty Phonemic Awareness	Children from Low-Income Families	15	35 week curriculum of daily phonemic awareness lesson plans developed on a systematic scope and sequence of skills with explicit modeling
			"Leveled Literacy Intervention (LLI) is a short-term, supplementary, small-group literacy intervention designed to help struggling

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Leveled Literacy Intervention	Children with Disabilities	30	readers achieve grade-level competency. The intervention provides explicit instruction in phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing. LLI helps teachers match students with texts of progressing difficulty and deliver systematic lessons targeted to a student's reading ability" (
Leveled Literacy Intervention	English Learners	12	"Leveled Literacy Intervention (LLI) is a short-term, supplementary, small-group literacy intervention designed to help struggling readers achieve grade-level competency. The intervention provides explicit instruction in phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing. LLI helps teachers match students with texts of progressing difficulty and deliver systematic

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			lessons targeted to a student's reading ability" (
Leveled Literacy Intervention	Children from Low-Income Families	45	"Leveled Literacy Intervention (LLI) is a short-term, supplementary, small-group literacy intervention designed to help struggling readers achieve grade-level competency. The intervention provides explicit instruction in phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing. LLI helps teachers match students with texts of progressing difficulty and deliver systematic lessons targeted to a student's reading ability" (
			Read Naturally® is an elementary and middle school supplemental reading program designed to improve reading fluency using a combination of books, audiotapes, and computer software. The program has three main strategies: repeated

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Read Naturally	Children from Low-Income Families	140	reading of text for developing oral reading fluency, teacher modeling of story reading, and systematic monitoring of student progress by teachers and the students themselves. Students work at a reading level appropriate for their achievement level, [and] progress through the program at their own rate" (What Works Clearinghouse, 2013, para. 2).
Read Naturally	Children with Disabilities	20	Read Naturally® is an elementary and middle school supplemental reading program designed to improve reading fluency using a combination of books, audiotapes, and computer software. The program has three main strategies: repeated reading of text for developing oral reading fluency, teacher modeling of story reading, and systematic monitoring of student progress by teachers and the students themselves. Students work at a reading level

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			<p>appropriate for their achievement level, [and] progress through the program at their own rate" (What Works Clearinghouse, 2013, para. 2).</p>
Read Naturally	English Learners	12	<p>Read Naturally® is an elementary and middle school supplemental reading program designed to improve reading fluency using a combination of books, audiotapes, and computer software. The program has three main strategies: repeated reading of text for developing oral reading fluency, teacher modeling of story reading, and systematic monitoring of student progress by teachers and the students themselves. Students work at a reading level appropriate for their achievement level, [and] progress through the program at their own rate" (What Works Clearinghouse, 2013, para. 2).</p>
			<p>Achieve3000 Literacy is "a supplemental</p>

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Achieve 3000	Children from Low-Income Families	831	<p>online literacy program that provides nonfiction reading content to students in grades preK-12 and focuses on building phonemic awareness, phonics, fluency, reading comprehension, vocabulary, and writing skills. Achieve3000 helps students advance their nonfiction reading skills by providing differentiated instruction“ (What Works Clearinghouse [WWC], 2018, p. 1).</p>
Achieve 3000	Children with Disabilities	300	<p>Achieve3000 Literacy is "a supplemental online literacy program that provides nonfiction reading content to students in grades preK-12 and focuses on building phonemic awareness, phonics, fluency, reading comprehension, vocabulary, and writing skills. Achieve3000 helps students advance their nonfiction reading skills by providing differentiated instruction“ (What</p>

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			Works Clearinghouse [WWC], 2018, p. 1).
Achieve 3000	English Learners	45	Achieve3000 Literacy is "a supplemental online literacy program that provides nonfiction reading content to students in grades preK-12 and focuses on building phonemic awareness, phonics, fluency, reading comprehension, vocabulary, and writing skills. Achieve3000 helps students advance their nonfiction reading skills by providing differentiated instruction" (What Works Clearinghouse [WWC], 2018, p. 1).

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
NWEA Map Growth Assessment for Reading	3 times annually	Lexile level growth
Achieve 3000 Data	Ongoing	Lexile level growth
		An increase in IEP students

Tool Used to Evaluate Success	Frequency of Use	Expected Results
IEP Goals Progress Monitoring	As per IEP	with reading goals meeting those goals prior to the end of the school year

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 Loss Activities
52% Other Learning Loss Activities	252,540	52%	131,321

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
Get More Math	Children from Low-Income Families	215	Individualized, cumulative math review
IXL Math	Children from Low-Income Families	300	IXL helps students master essential skills at their own pace through fun and interactive questions, built in support, and motivating awards.

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Dreambox Math	Children from Low-Income Families	459	DreamBox is more than a learning tool, it's a math program that intelligently adapts to each child, letting them drive their own learning while giving parents and teachers in-the-moment data and valuable insights to ensure success.

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
NWEA Map Growth Assessment for Math	3 times annually	Increase in the number of students working on grade level

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

\$252,540.00

Allocation

\$252,540.00

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)

75,762

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$75,800.00	contracted mental health prffessionals
		\$75,800.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$252,540.00

Allocation

\$252,540.00

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)

25,254

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$25,300.00	Professional service to provide professional development opportunities to staff
		\$25,300.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$252,540.00

Allocation

\$252,540.00

Budget Over(Under) Allocation

\$0.00

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

20,203

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$16,801.00	Salary for reading professional to provide reading improvement instruction
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$3,499.00	Benefits for reading professional to provide reading improvement instruction
		\$20,300.00	

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	252,540	75,762	25,254	20,203	131,321

Learning Loss Expenditures

Budget

\$252,540.00

Allocation

\$252,540.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$131,140.00	Supplies, software and curriculum necessary to carry out the interventions identified in the grant.
		\$131,140.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

\$252,540.00

Allocation

\$252,540.00

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	\$16,801.00	\$3,499.00	\$0.00	\$0.00	\$0.00	\$131,140.00	\$0.00	\$151,440.00
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								

	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	\$75,800.00	\$0.00	\$0.00	\$0.00	\$0.00	\$75,800.00
2200 Staff Support Services	\$0.00	\$0.00	\$25,300.00	\$0.00	\$0.00	\$0.00	\$0.00	\$25,300.00
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
	\$16,801.00	\$3,499.00	\$101,100.00	\$0.00	\$0.00	\$131,140.00	\$0.00	\$252,540.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$252,540.00