

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	Methods will include analyzing the number of referrals to the school counselors, school psychologist, school-based therapist, and SAP referrals.
Professional Development for Social and Emotional Learning	Surveys of staff understanding and needs of addressing the social and emotional needs of themselves and their students.
Reading Remediation and Improvement for Students	Various benchmark and diagnostic data from programs that include Edmentum, Classroom Diagnostic Tools (CDT's), and other internal remediation programs.
Other Learning Loss	Various benchmark and diagnostic data from programs that include Edmentum, and Classroom Diagnostic Tools (CDT's) as well as analysis of students' grades and surveys with parents/students.

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	Continual analysis of data from the building-level data team meetings.

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	Continual analysis of data from the building-level data team meetings.
Children from Low-Income Families	Social and Emotional Learning	Continual analysis of data from the building-level data team meetings.
Children with Disabilities	Social and Emotional Learning	Continual analysis of data from the building-level data team meetings.

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	83,526	30%	25,058

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.

Anecdotal data from classroom teachers; referral numbers and types to school counselors, school psychologist, and school-based therapist; SAP referrals; PAYS data.

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
Use of enhanced large group instructional areas to allow for increased emotional and social interaction of students	Children from Low-Income Families	Universal	245
Use of enhanced large group instructional areas to allow for increased emotional and social interaction of students	Children with Disabilities	Targeted	15
Assemblies and activities to promote increased physical, mental and psychological awareness in areas such as suicide prevention, bullying, exercise, school climate and overall wellness.	Children from Low-Income Families	Universal	245
SmartFuture. org Future Ready Activities	Children from Low-Income Families	Universal	260
Assemblies and activities to promote increased physical, mental and psychological awareness in areas such as suicide prevention, bullying, exercise, school climate and overall wellness.	Children with Disabilities	Targeted	15

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
School Attendance Rates	Daily	Students involved with the SEL Program will have increased school attendance.
Social and Emotional Referrals	Quarterly	Students involved in the SEL program will have decreased referrals to the school counselors and psychologist.
Discipline Referrals	Quarterly	Students in the SEL program will have decreased disciplinary referrals.
Student Grades	Quarterly	Students in the SEL program will have increased academic success as evidenced by their overall school grades.
Activity Reports	Quarterly	School counselors will review students' progress on SmartFutures.org activities and the badges the students earn related to social-emotional standards.

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	83,526	10%	8,353

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
e. Self-care and mindfulness strategies for teachers;	30	Teacher	Health Care Providers and Outside Agencies	External Contractor	In SY 2022-2023 and SY2023-2024, the school district will host health and wellness activities targeting all school staff in the areas of social and emotional wellness, strategies for coping with stress, making healthy lifestyle

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
					choices, and other similar topics.
e. Self-care and mindfulness strategies for teachers;	10	Support Staff	Health Care Providers and Outside Agencies	External Contractor	In SY 2022-2023 and SY2023-2024,the school district will host health and wellness activities targeting all school staff in the areas of social and emotional wellness, strategies for coping withstress, making healthylifestyle choices, and other similar topics.
e. Self-care and mindfulness strategies for teachers;	5	Admin	Health Care Providers and Outside Agencies	External Contractor	In SY 2022-2023 and SY2023-2024,the school district will host health and wellness activities targeting all school staff in the areas of social and emotional

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
					wellness, strategies for coping with stress, making healthy lifestyle choices, and other similar topics.
e. Self-care and mindfulness strategies for teachers;	1	Counselor	Health Care Providers and Outside Agencies	External Contractor	In SY 2022-2023 and SY 2023-2024, the school district will host health and wellness activities targeting all school staff in the areas of social and emotional wellness, strategies for coping with stress, making healthy lifestyle choices, and other similar topics.
a. Social emotional learning and support for students that have suffered trauma during	1	Counselor	CIU #10 and outside agency	External Contractor	Conference fees and professional development for counselor on social-emotional

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
the COVID-19 pandemic;					learning/wellness.
c. Motivating students that have been disengaged;	30	Teacher	Outside Speakers / PD	External Contractor	District-wide professional development session for teachers on the topic of student motivation in SY 2022-2023 and/or SY 2023-2024.
c. Motivating students that have been disengaged;	5	Admin	Outside Speakers / PD	External Contractor	District-wide professional development session for administrators on the topic of student motivation in SY 2022-2023 and/or SY 2023-2024.

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
Faculty and Staff Surveys	After Each Event	After the Health and Wellness days and the district-wide professional development sessions, faculty and staff will complete surveys on the effectiveness of the strategies

Tool Used to Evaluate Success	Frequency of Use	Expected Results
		presented and how they will use these in their classrooms to improve student engagement and their own social emotional wellness.
Conference Reports	After Each Event	Counselors and the School Psychologist will submit conference reports after each event detailing the strategies they learned, their applicability with their students, and their expected results.

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	83,526	8%	6,682

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?

Elementary School (K-6) - Edmentum and Dibels will identify students at some or high risk for not meeting expected ELA achievement, including economically disadvantaged students. Middle School (6-8) CDT Assessments and Edmentum/Study Island will identify areas in need of improvement among all students, including those with disabilities and economically disadvantaged students, allowing teachers to target instruction in those areas. High School (9-12) - Study Island/Edmentum/CDT Assessments will identify Keystone Literature assessment anchors in need of improvement among all students, including those with disabilities and economically disadvantaged students. allowing teachers to target instruction in those areas.

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:

This data is from the start of SY 2021-2022. Students will be assessed multiple times throughout this and subsequent school years, allowing teachers and administrators to determine whether or not the implemented reading improvement interventions have been effective. At this point in time, we cannot determine whether or not a year's worth of growth has been attained.

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

No

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

Training	Grade Level / ESL / Special Education	Number of Teachers Trained

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
Early Intervention	Children from Low-Income Families	16	After referral and parent meetings, students receive individual and small group instruction from a reading specialist.
Reading Intensive English	Children with Disabilities	6	High School students struggling with comprehension and fluency receive small group instruction with a reading specialist and a learning support teacher to work on improving in these areas.

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
Dibels Assessment	Weekly	Students will show consistent growth on their Dibels progress monitoring reports.

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	83,526	52%	43,434

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
Early Intervention	Children from Low-Income Families	16	After referral and parent meetings, students receive individual and small group instruction from a reading specialist.
Student-Teacher Mentoring	Children from Low-Income Families	28	At-risk students, including many from low-income families, at the middle and high schools participate in mentoring programs with a focus on improving academic achievement across all subject areas.
Supportive Studies Classes	Children with Disabilities	12	Students needing instructional interventions, many of whom have diagnosed disabilities, receive targeted interventions during times scheduled throughout the instructional day.

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 Grade Reports	quarterly	Mentor teachers monitor their students' quarterly grade reports and look for expected growth and achievement in all subject areas as a results of the interventions used.
Edmentum Local Assessments	monthly	Students will show consistent growth on their Edmentum progress monitoring reports.

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

\$83,527.00

Allocation

\$83,527.00

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)

25,058

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$6,000.00	Fitness equipment improvements to upgrade emotional/social wellness and overall school culture for student population to:A) Improve student moraleB) Increase overall well-being of students C) Reduce anxiety and stress levelsD) Increase student social interaction
			Fitness equipment improvements to upgrade emotional/social wellness and overall

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$2,000.00	school culture for student population to:A) Improve student moraleB) Increase overall well-being of students C) Reduce anxiety and stress levelsD) Increase student social interaction
2600 - Operation and Maintenance	600 - Supplies	\$10,800.00	Upgrades and enhancements to large group assembly areas (Such as auditorium and gymnasium) to improve capabilities to allow for increased social interaction and large group activities across entire student population and mitigate effects of COVID isolation
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$2,283.00	Student assemblies and group activities that will enhance awareness of bullying, suicide prevention, exercise and mental wellness.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$975.00	Student assemblies and group activities that will enhance awareness of bullying, suicide prevention, exercise and mental wellness.
			Smart Futures program to monitor

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$3,000.00	student SEL and guidance / graduation requirements. Will assist in tracking student achievements in mental, physical and psychological areas
		\$25,058.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$83,527.00

Allocation

\$83,527.00

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)

8,353

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$8,353.00	Extensive training, both on-site and off-site for Emotional Learning for core-team members
		\$8,353.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$83,527.00

Allocation

\$83,527.00

Budget Over(Under) Allocation

\$0.00

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

6,682

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$3,350.00	Use of outside vendor to assist with tutoring and remediation in reading for targeted students.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$2,532.00	Supplemental salary for instructional staff to build reading improvement goals and go over data with staff.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$800.00	Supplemental benefits for instructional staff to build reading improvement goals and go over data with staff.
		\$6,682.00	

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	83,526	25,058	8,353	6,682	43,433

Learning Loss Expenditures

Budget

\$83,527.00

Allocation

\$83,527.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$13,500.00	Purchase new musical instruments for students to sign-out for extended practice and remediation.
			Purchase technology

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$15,434.00	equipment to assist in remediating students who had loss of learning at the middle school age group.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$14,500.00	Use of outside vendor to assist with tutoring and remediation in reading for targeted students.
		\$43,434.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

\$83,527.00

Allocation

\$83,527.00

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	\$2,532.00	\$800.00	\$20,133.00	\$0.00	\$0.00	\$34,934.00	\$0.00	\$58,399.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$975.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,975.00
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	\$3,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,000.00
2200 Staff Support Services	\$0.00	\$0.00	\$8,353.00	\$0.00	\$0.00	\$0.00	\$0.00	\$8,353.00
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	\$10,800.00	\$0.00	\$10,800.00
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
	\$2,532.00	\$800.00	\$32,461.00	\$0.00	\$0.00	\$47,734.00	\$0.00	\$83,527.00
				Approved Indirect Cost/Operational Rate: 0.0000				\$0.00
				Final				\$83,527.00