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	Counselors in each building will conduct a proprietary needs assessment of the student population through student survey, meetings, and teacher input. Additionally, student data will be pulled related to attendance, discipline referrals, counselor requests for visits/intervention, and nursing visits for anxiety related symptomology. Reviewing this data will help target resources and student supports.
Professional Development for Social and Emotional Learning	Staff Development programming will include a needs assessment survey before any planning is completed. Topics related to trauma-informed teaching, impact of the pandemic on marginalized communities, and student coping strategies, will be included in the survey as choices. Additionally, we will be implementing grades 6-12 Act 71 Suicide Awareness and prevention training based on previously identified areas of PD that could support our learning community.
Reading Remediation and Improvement for Students	RIT scores from Spring 2021 MAP Reading assessment and Fall MAP reading Assessment were compared to prepandemic RIT scores to determine the impact that the loss of instruction due to the panademic had on the student's reading performance. In addition in grade K-5 Benchmark Assessment data of the Instructional Reading Levels of students was compared to prepandemic reading levels to analyze the impact of lost reading instruction had on our early learners. In addition course and curricular assessmenst during the fall of 2021 will be analyzed to assess the reading loss for our students in grade 6-12.
Other Learning Loss	RIT scores from Spring 2021 MAP Math assessment and Fall MAP Math Assessment were compared to prepandemic RIT scores to determine the impact that the loss of instruction due to the panademic had on the student's math performance. In addition curricular course grades and assessmnets in math will be analyzed to by teacher and building teams to identify content, skills, and standards that our students experienecd learning loss due to school closures.

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 with Disabilities	Social and Emotional Learning	Progress monitoring data for IEP behavioral goals and behavior plans will be used to analyze the social-emotional impact of the pandemic on our students with disabilities.
English Learners	Social and Emotional Learning	EL teachers will observe and meet in small social groups with EL students to assess the impact that the pandemic has had on their social and emotional learning.
Children from Low-Income Families	Reading Remediation and Improvement	School based teams will correlate academic data with low income data to analyzes the impact of learning loss on this group of students.

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	57,329	30%	17,199

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.

Counselors in each building will conduct a proprietary needs assessment of the student population through student survey, meetings, and teacher input. Additionally, student data will be pulled related to attendance, discipline referrals, counselor requests for visits/intervention, and nursing visits for anxiety related symptomology. Reviewing this data will help target resources and student supports.Strengths: The district has social work services in each building that allow for not only building based counseling, but also, our social work team can facilitate county referrals in an expedited manner supporting families through the process of gaining outside services. The building has an integrated student information management

system that allows for all of the data to be mined centrally for determining needs across grades and buildings. Each of our schools has at least one full time nurse to help identify struggling students experiencing anxiety based symptoms.Weaknesses. Our guidance counseling team has caseloads well in excess of the recommended 1-250 ASCA (~1x330 grades 6-12 & ~1x660 grades 2-5. These ratios make it difficult to support students during every incidence of need. Our Social Work team helps supplement the mental health needs along with teacher PD to identify student needs through a trauma-informed lens.

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
Behavior Support Specialist	Children with Disabilities	Targeted	30
Individual & Group Counseling	Major Racial and Ethnic Groups	Targeted	70
County Resource Identification and Facilitation	Students Experiencing Homelessness	Targeted	23

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
Progress Monitoring of Behavioral Goals	Bi-weekly / Monthly (IEP Dependent)	Students meeting IEP goals based on established criteria, individualized for each student
SIS: Attendance, Discipline, Nursing Visits	Monthly	Reduction over time in student absences, discipline referrals, anxiety-related symptomology nursing visits.
		Increased success in county service access. Placement in county support service

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Social Worker Referral Logs	Monthly	programs under reduced timelines (pre-pandemic average 0f 12-24 days to access services.

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	57,329	10%	5,733

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
e. Self-care and mindfulness strategies for teachers;	286	Teacher	Internal Staffing	Internal Staff	Mindfulness and wellness activities planned by internal/trained staff
e. Self-care and mindfulness strategies for teachers;	45	Support Staff	Internal Staffing	Internal Staff	Mindfulness and wellness activities planned by internal/trained staff
e. Self-care and mindfulness strategies for teachers;	286	Teacher	Contracted Service	Internal Staff	Mindfulness and wellness activities planned by internal/trained staff
e. Self-care and mindfulness strategies for teachers;	45	Support Staff	Contracted Service	Internal Staff	Mindfulness and wellness activities planned by internal/trained staff
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	286	Teacher	Contracted Service	External Contractor	Teaching and Supporting Students through a Trauma-Informed Lens

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;	45	Support Staff	Contracted Service	External Contractor	Teaching and Supporting Students through a Trauma-Informed Lens

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
Post-Program Survey (Developed by Providers)	1x	Successful review of key points of emphasis from the training. Successful recognition of how to transfer new learning into practice. Identify a measurable goal for inclusion of new learning in daily practice. Admin support to monitor the new goal.

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	57,329	8%	4,586

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?

The teacher administered Benchmark Leveled Literacy Assessment is used to determine the instructional reading level of students in grades, K-5. In addition the i-Ready Reading Diagnostic which is an online assessment is also administered and used to identify students who are reading below grade level for students in grades K-5. Maps Reading is given to all students in grades 1-8 in the fall of the school the school year. The RIT scores from the fall are used to identify students who are performing below grade level. All of these data points along with classroom performance and curricular assessments are disaggregated to identify students will learning loss.

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:

Prior to the pandemic our data showed that the majority of our at-risk students were making a year's growth in a year's time based on the fall to spring MAP RIT scores, Benchmark Leveled Literacy Assessment, Progress Monitoring, and curriculum based assessments.

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
Literacy Across the Curriculum;Teaching Complex Text	K-5 Regular ed teachers, K-5 Special Ed teachers, EL teachers	105
Using i-Ready Reading Diagnostic and Data to inform Reading instruction	K-5 Regular ed teachers, K-5 Special Ed teachers, EL teachers	105
Instructional Strategies for Effective Guided Reading	K-5 Regular ed teachers, K-5 Special Ed teachers, EL teachers	105

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
Before/After School small group Reading tutoring	Children with Disabilities	25	Certified special education teachers will provide targeted reading instruction to students with disabilities before or after school based on their individual needs and IEP goals.

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

Benchmark Leveled Literacy Assessment	bi-weekly	Students will demonstrate growth towards grade level reading expectations.
Spring Reading MAP	once	Students will demonstrate growth towards mastery on skills and standards based on the spring Map Reading RIT score.

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	57,329	52%	29,811

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
			Targeted Guided reading instruction based on individual student needs. Targeted math skill recovery instruction using research-based

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Summer Program: Reading/Math Instruction	Children from Low-Income Families	55	curriculum. ? The program is designed to deliver intensive literacy and math instruction to ensure students maintain their skills and to provide opportunity for skill recovery Research-based instructional materials. Ongoing progress monitoring and formative assessment data are used to customize instruction
Summer Program: Reading/Math Instruction	Children with Disabilities	35	Targeted Guided reading instruction based on individual student needs. Targeted math skill recovery instruction using research-based curriculum. ? The program is designed to deliver intensive literacy and math instruction to ensure students maintain their skills and to provide opportunity for skill recovery Research-based instructional materials. Ongoing progress monitoring and formative assessment data are used to customize instruction
			Targeted Guided reading instruction

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Summer Program: Reading/Math Instruction	Major Racial and Ethnic Groups	60	based on individual student needs. Targeted math skill recovery instruction using research-based curriculum. ? The program is designed to deliver intensive literacy and math instruction to ensure students maintain their skills and to provide opportunity for skill recovery Research-based instructional materials. Ongoing progress monitoring and formative assessment data are used to customize instruction
Summer Program: Reading/Math Instruction	Students Experiencing Homelessness	10	Targeted Guided reading instruction based on individual student needs. Targeted math skill recovery instruction using research-based curriculum. ? The program is designed to deliver intensive literacy and math instruction to ensure students maintain their skills and to provide opportunity for skill recovery Research-based instructional materials. Ongoing progress monitoring and formative assessment data are

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			used to customize instruction
Summer Program: Reading/Math Instruction	English Learners	42	Targeted Guided reading instruction based on individual student needs. Targeted math skill recovery instruction using research-based curriculum. ? The program is designed to deliver intensive literacy and math instruction to ensure students maintain their skills and to provide opportunity for skill recovery Research-based instructional materials. Ongoing progress monitoring and formative assessment data are used to customize instruction

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
Benchmark Leveled Literacy Assessment	bi-weekly	Studenst will deomnstrate growth towards grade levl expectations.
Math curriculum based-assessments	weekly	Students will demonstrate mastery or growth towards mastery on skills and standards.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
i-Ready Reading and Math Online Progress monitoring	weekly	Students will demontrate growth through their prograssion in the program lessons which are individualized to their needs.
Fall 2022 MAP Math/Reading Assessment	once	Students will demonstrate based on their RIT score a reduction in skill loss and summer regretion.

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

$57,329.00
Allocation
$57,329.00

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)

17,199

Budget Summary

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	$17,199.00	Social worker who will work with small groups and individual student on social skills, coping strategies and support social emotional devlopment.
		$17,199.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

$57,329.00

Allocation

$57,329.00

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)

5,733

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	100 - Salaries	$3,200.00	Salaries for internal staff presenters on mindfulness, slef-care and social and emotional well being.
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$2,533.00	Purcahse of contracted services for professional devlopment on trauma informed instruction, midfulness and socieal emtional learning.
		$5,733.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

$57,329.00
Allocation
$57,329.00

Budget Over(Under) Allocation

$0.00

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

4,586

Budget Summary

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$4,586.00	Salries for certified teachers who provide before or after school tutoring for students with disabilities.
		$4,586.00	

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	57,329	17,199	5,733	4,586	29,811

Learning Loss Expenditures

Budget

$57,329.00
Allocation

$57,329.00

Budget Over(Under) Allocation

$0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$24,816.00	Salaries for internal certified teachers who teach the summer propram including instruction in reading and math.

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$4,995.00	Benefits for internal certified teachers who teach the summer propram including instruction in reading and math.
		$29,811.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

$57,329.00

Allocation

$57,329.00

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	$24,816.00	$4,995.00	$0.00	$0.00	$0.00	$0.00	$0.00	$29,811.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	$4,586.00	$0.00	$17,199.00	$0.00	$0.00	$0.00	$0.00	$21,785.00
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	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2200 Staff Support Services	$3,200.00	$0.00	$2,533.00	$0.00	$0.00	$0.00	$0.00	$5,733.00
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
	$32,602.00	$4,995.00	$19,732.00	$0.00	$0.00	$0.00	$0.00	$57,329.00
				Approved Indirect Cost/Operational Rate: 0.0000				$0.00
							Final	$57,329.00