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	Focus Surveys (PAYS, Belonging Surveys)Guidance Counselor and Teacher Recommendations
Professional Development for Social and Emotional Learning	Teacher/Staff SurveysDepartment Meeting DiscussionsStaff/Faculty Meeting Discussions
Reading Remediation and Improvement for Students	STAR 360 AssessmentCurriculum Based AssessmentsTeacher Recommendations
Other Learning Loss	Kindergarten Readiness Assessment

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	The strategies that will be used to identify and measure impacts include qualitative data points (surveys, feedback, discussions, gudiance groups) and less mental health referrals.

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Major Racial or Ethnic Groups	Social and Emotional Learning	The strategies that will be used to identify and measure impacts include qualitative data points (surveys, feedback, discussions, gudiance groups) and less mental health referrals.
Children with Disabilities	Social and Emotional Learning	The strategies that will be used to identify and measure impacts include qualitative data points (surveys, feedback, discussions, gudiance groups) and less mental health referrals.
English Learners	Social and Emotional Learning	The strategies that will be used to identify and measure impacts include qualitative data points (surveys, feedback, discussions, gudiance groups) and less mental health referrals.
Gender	Social and Emotional Learning	The strategies that will be used to identify and measure impacts include qualitative data points (surveys, feedback, discussions, gudiance groups) and less mental health referrals.
Migrant Students	Social and Emotional Learning	The strategies that will be used to identify and measure impacts include qualitative data points (surveys, feedback, discussions, gudiance groups) and less mental health referrals.

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Students Experiencing Homelessness	Social and Emotional Learning	The strategies that will be used to identify and measure impacts include qualitative data points (surveys, feedback, discussions, gudiance groups) and less mental health referrals.
Youth in Foster Care	Social and Emotional Learning	The strategies that will be used to identify and measure impacts include qualitative data points (surveys, feedback, discussions, gudiance groups) and less mental health referrals.

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	517,250	30%	155,175

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.

A variety of data sources have been and will continue to be used to identify social and emotional needs or students as well as identified areas of strength and concerns in the learning environment. These data sources include: The Pennsylvania Youth Survey (PAYS), the Student Sense of Belonging Survey, Guidance Counselor check ins with students, Guidance Counselor facilitated groups, Teacher, Staff, Student and Parent referrals, and our "Safe to Say" results.

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
Merekey and Lakeside Counseling Services	Major Racial and Ethnic Groups	Targeted	500
Merekey and Lakeside Counseling Services	Children from Low-Income Families	Targeted	500
Merekey and Lakeside Counseling Services	Children with Disabilities	Targeted	100
Merekey and Lakeside Counseling Services	English Learners	Targeted	50
Merekey and Lakeside Counseling Services	Gender	Targeted	50
Merekey and Lakeside Counseling Services	Migrant Students	Targeted	50
Merekey and Lakeside Counseling Services	Students Experiencing Homelessness	Targeted	20
Merekey and Lakeside Counseling Services	Youth in Foster Care	Targeted	20

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
Qualitative Surveys	Beginning and End of program	The expectation will be that students communicate that they are making progress as a result of the services and that we see less referrals.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Feedback i.e. Exit Tickets	Weekly	The expectation will be that students communicate that they are making progress as a result of the services and that we see less referrals.

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

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

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

	Total LEA Allocation	Multiply by 10% (.10)	Minimum Allocation for SEL PD
Minimum 10% SEL PD Requirement	517,250	10%	51,725

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;	1,000	Teacher	Contracted Services	External Contractor	During inservice and/or faculty meetings, teachers will receive traininng on how to best support students who have experienced trauma. They will learn how to identify signs in these students and will be able to utilize effective support strategies.
b. Identifying signs of possible mental health issues and providing culturally relevant support;	1,000	Teacher	Contracted Services	External Contractor	During inservice and/or faculty meetings, teachers will receive training on how to identify mental health signs and provide support to all students using culturally responsive and support strategies.
					During inservice and/or faculty meetings, teachers will

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;	2,000	Teacher	Contracted Services	External Contractor	receive self-care and mindfulness training and strategies to help them better manage their wellness and mental health.

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
Qualitative Data (Surveys, Feedback forms, Decreased Mental Health Referrals	Ongoing	We will expect that we see less mental health referrals and that teachers, counselors, and staff have a better understanding of the root causes of mental health and support strategies.

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	517,250	8%	41,380

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 local assessments used to determine the need to address learning loss in the area of reading are STAR 360 and curriculum based measures. Although many students across groups showed skill gaps, we saw a particular need in our underrepresented groups. Our data also indicated that students in grades K-3 were most impacted and students in grade 2 showed the greatest need for reading remediation.

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:

Although many of our students typically make a year's worth of growth or more in a school year, our 2021 PVAAS results indicate that a high percentage of at-risk readers did not make a year's worth of growth. We also saw greater areas of need on our at-risk readers' curriculum based measures and STAR 360 assessment data as a result of the school closure in the spring of 2020.

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	120
Fundations	K-2/ESL/Special Education	200
Heggerty	K-2/ESL/Special Education	200
Sonday	Reading Specialists/ESL/Special Education	60
Wilson	3-12/Reading Specialist/Special Education	75

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
Tier 2 and Tier 3 Reading Interventions (i.e. Wilson, Sonday, Fundations, and Heggerty)	Major Racial and Ethnic Groups	1,200	Small group targeted instruction: Wilson, Sonday, Fundations, and Heggerty
Tier 2 and Tier 3 Reading Interventions (i.e. Wilson, Sonday, Fundations, and Heggerty)	Children from Low-Income Families	1,200	Small group targeted instruction: Wilson, Sonday, Fundations, and Heggerty
Tier 2 and Tier 3 Reading Interventions (i.e. Wilson, Sonday, Fundations, and Heggerty)	Children with Disabilities	500	Small group targeted instruction: Wilson, Sonday, Fundations, and Heggerty

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Tier 2 and Tier 3 Reading Interventions (i.e. Wilson, Sonday, Fundations, and Heggerty)	English Learners	500	Small group targeted instruction: Wilson, Sonday, Fundations, and Heggerty
Tier 2 and Tier 3 Reading Interventions (i.e. Wilson, Sonday, Fundations, and Heggerty)	Gender	500	Small group targeted instruction: Wilson, Sonday, Fundations, and Heggerty
Tier 2 and Tier 3 Reading Interventions (i.e. Wilson, Sonday, Fundations, and Heggerty)	Migrant Students	300	Small group targeted instruction: Wilson, Sonday, Fundations, and Heggerty
Tier 2 and Tier 3 Reading Interventions (i.e. Wilson, Sonday, Fundations, and Heggerty)	Students Experiencing Homelessness	20	Small group targeted instruction: Wilson, Sonday, Fundations, and Heggerty
Tier 2 and Tier 3 Reading Interventions (i.e. Wilson, Sonday, Fundations, and Heggerty)	Youth in Foster Care	100	Small group targeted instruction: Wilson, Sonday, Fundations, and Heggerty

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
		All teachers need to score a 90% on the post to be considered proficient. Teachers

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Post Test	End of professional development	who do not meet the expected result will receive follow up training and additional support to increase their knowledge base.

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	517,250	52%	268,970

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
Kindergarten Readiness	Major Racial and Ethnic Groups	200	The intervention will focus on school readiness skills, routines and structures needed for the classroom setting, and ensure mastery of pre-K standards to be ready for kindergarten.

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Kindergarten Readiness	Children from Low-Income Families	200	The intervention will focus on school readiness skills, routines and structures needed for the classroom setting, and ensure mastery of pre-K standards to be ready for kindergarten.
Kindergarten Readiness	Children with Disabilities	50	The intervention will focus on school readiness skills, routines and structures needed for the classroom setting, and ensure mastery of pre-K standards to be ready for kindergarten.
Kindergarten Readiness	English Learners	50	The intervention will focus on school readiness skills, routines and structures needed for the classroom setting, and ensure mastery of pre-K standards to be ready for kindergarten.
Kindergarten Readiness	Gender	50	The intervention will focus on school readiness skills, routines and structures needed for the classroom setting, and ensure mastery of pre-K standards to be

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			ready for kindergarten.
Kindergarten Readiness	Migrant Students	50	The intervention will focus on school readiness skills, routines and structures needed for the classroom setting, and ensure mastery of pre-K standards to be ready for kindergarten.
Kindergarten Readiness	Students Experiencing Homelessness	20	The intervention will focus on school readiness skills, routines and structures needed for the classroom setting, and ensure mastery of pre-K standards to be ready for kindergarten.
Kindergarten Readiness	Youth in Foster Care	20	The intervention will focus on school readiness skills, routines and structures needed for the classroom setting, and ensure mastery of pre-K standards to be ready for kindergarten.

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
Kindergarten Assessment Portfolio	Twice (pretest and postest)	Students will master readiness skills and demonstrate an understanding of routines needed to be successful in a kindergarten classroom.

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

$517,250.00
Allocation

$517,250.00

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)

155,175

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	$155,175.00	Contracted Services to use for Student Programming
		$155,175.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

$517,250.00

Allocation

$517,250.00

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)

51,725

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$51,725.00	Contracted Services will be hired to provide trainings to NP staff.
		$51,725.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

$517,250.00

Allocation

$517,250.00

Budget Over(Under) Allocation

$0.00

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

41,380

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$41,380.00	Contracted Services to provide professional development to teachers and specialists.
		$41,380.00	

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	517,250	155,175	51,725	41,380	268,970

Learning Loss Expenditures

Budget

$517,250.00
Allocation
$517,250.00

Budget Over(Under) Allocation

$0.00

Budget Overview

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	$182,520.00	Salaries- 10 teachers
1400 - Other			

Function	Object	Amount	Description
Instructional Programs – Elementary / Secondary	200 - Benefits	$77,753.00	Benefits- 10 teachers
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	$8,697.00	Supplies and resources needed for the program
		$268,970.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

$517,250.00

Allocation

$517,250.00

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	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
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	$182,520.00	$77,753.00	$0.00	$0.00	$0.00	$8,697.00	$0.00	$268,970.00
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	$155,175.00	$0.00	$0.00	$0.00	$0.00	$155,175.00
2200 Staff Support Services	$0.00	$0.00	$93,105.00	$0.00	$0.00	$0.00	$0.00	$93,105.00
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
	$182,520.00	$77,753.00	$248,280.00	$0.00	$0.00	$8,697.00	$0.00	$517,250.00
				Approved Indirect Cost/Operational Rate: 0.0000				$0.00
				Final				$517,250.00