

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	Counselor and teacher observations and check-ins will be used to enhance efforts to know students on a deeper level to determine and address their needs. Small counseling groups and outside mental health providers offering counseling and individual therapy on-site.
Professional Development for Social and Emotional Learning	Survey of staff to determine current understanding and areas of need focused on Social and Emotional Learning
Reading Remediation and Improvement for Students	The LEA used universal screeners for students in grades K-8 for the 2021-2022 school year. Multi-Tiered System of Supports (MTSS) were also implemented for K-8 beginning in the 2021-2022 school year. In addition, grades 6-8 added additional instructional periods for remediation in ELA and Mathematics based on student data and restructured learning support staff to meet the needs of students. Based upon the LEA data, students who were included in MTSS Tiers 2 and 3 will be identified for inclusion in after-school programming.
Other Learning Loss	Utilize PBIS indicators to address additional learning needs for students beyond the academic realm

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
		Counselor and teacher

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	observations and check-ins will be used to enhance efforts to know students on a deeper level to determine and address their needs. Small counseling groups and outside mental health providers offering counseling and individual therapy on-site.
Major Racial or Ethnic Groups	Reading Remediation and Improvement	The LEA used universal screeners for students in grades K-8 for the 2021-2022 school year. Multi-Tiered System of Supports (MTSS) were also implemented for K-8 beginning in the 2021-2022 school year. In addition, grades 6-8 added additional instructional periods for remediation in ELA and Mathematics based on student data and restructured learning support staff to meet the needs of students. Based upon the LEA data, students who were included in MTSS Tiers 2 and 3 will be identified for inclusion in after-school programming.
Children from Low-Income Families	Social and Emotional Learning	Counselor and teacher observations and check-ins will be used to enhance efforts to know students on a deeper level to determine and address their needs. Small counseling groups and outside mental health providers offering counseling and individual therapy on-site.
		The LEA used universal screeners for students in

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	grades K-8 for the 2021-2022 school year. Multi-Tiered System of Supports (MTSS) were also implemented for K-8 beginning in the 2021-2022 school year. In addition, grades 6-8 added additional instructional periods for remediation in ELA and Mathematics based on student data and restructured learning support staff to meet the needs of students. Based upon the LEA data, students who were included in MTSS Tiers 2 and 3 will be identified for inclusion in after-school programming.
Children with Disabilities	Reading Remediation and Improvement	The LEA used universal screeners for students in grades K-8 for the 2021-2022 school year. Multi-Tiered System of Supports (MTSS) were also implemented for K-8 beginning in the 2021-2022 school year. In addition, grades 6-8 added additional instructional periods for remediation in ELA and Mathematics based on student data and restructured learning support staff to meet the needs of students. Based upon the LEA data, students who were included in MTSS Tiers 2 and 3 will be identified for inclusion in after-school programming.
Children with Disabilities	Other Areas of Learning Loss	Universal screeners and progress monitoring
		The LEA used universal

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
English Learners	Reading Remediation and Improvement	screeners for students in grades K-8 for the 2021-2022 school year. Multi-Tiered System of Supports (MTSS) were also implemented for K-8 beginning in the 2021-2022 school year. In addition, grades 6-8 added additional instructional periods for remediation in ELA and Mathematics based on student data and restructured learning support staff to meet the needs of students. Based upon the LEA data, students who were included in MTSS Tiers 2 and 3 will be identified for inclusion in after-school programming.
English Learners	Other Areas of Learning Loss	Universal screeners and progress monitoring
Students Experiencing Homelessness	Reading Remediation and Improvement	The LEA used universal screeners for students in grades K-8 for the 2021-2022 school year. Multi-Tiered System of Supports (MTSS) were also implemented for K-8 beginning in the 2021-2022 school year. In addition, grades 6-8 added additional instructional periods for remediation in ELA and Mathematics based on student data and restructured learning support staff to meet the needs of students. Based upon the LEA data, students who were included in MTSS Tiers 2 and 3 will be identified for inclusion in after-school programming.
		Counselor and teacher

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	observations and check-ins will be used to enhance efforts to know students on a deeper level to determine and address their needs. Small counseling groups and outside mental health providers offering counseling and individual therapy on-site.
Youth in Foster Care	Other Areas of Learning Loss	Universal screeners and progress monitoring
Youth in Foster Care	Social and Emotional Learning	Counselor and teacher observations and check-ins will be used to enhance efforts to know students on a deeper level to determine and address their needs. Small counseling groups and outside mental health providers offering counseling and individual therapy on-site.
Youth in Foster Care	Reading Remediation and Improvement	The LEA used universal screeners for students in grades K-8 for the 2021-2022 school year. Multi-Tiered System of Supports (MTSS) were also implemented for K-8 beginning in the 2021-2022 school year. In addition, grades 6-8 added additional instructional periods for remediation in ELA and Mathematics based on student data and restructured learning support staff to meet the needs of students. Based upon the LEA data, students who were included in MTSS Tiers 2 and 3 will be identified for inclusion in

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		after-school programming.
Students Experiencing Homelessness	Other Areas of Learning Loss	Universal screeners and progress monitoring
Major Racial or Ethnic Groups	Other Areas of Learning Loss	Universal screeners and progress monitoring
English Learners	Social and Emotional Learning	Counselor and teacher observations and check-ins will be used to enhance efforts to know students on a deeper level to determine and address their needs. Small counseling groups and outside mental health providers offering counseling and individual therapy on-site.
Children with Disabilities	Social and Emotional Learning	Counselor and teacher observations and check-ins will be used to enhance efforts to know students on a deeper level to determine and address their needs. Small counseling groups and outside mental health providers offering counseling and individual therapy on-site.
Children from Low-Income Families	Other Areas of Learning Loss	Universal screeners and progress monitoring

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	239,264	30%	71,779

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.

The LEA will use universal screeners for students in grades K-8 for the 2021-2022 school year. Multi-Tiered System of Supports (MTSS) were also implemented for K-8 beginning in the 2021-2022 school year. In addition, grades 6-8 added additional instructional periods for remediation in ELA and Mathematics based on student data and restructured learning support staff to meet the needs of students. Based upon the LEA data, students who were included in MTSS Tiers 2 and 3 will be identified for inclusion in remediation programming. Benchmark assessments along with subject and course pre and post assessments will be utilized to determine student learning loss.

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
Social Emotional Learning	Major Racial and Ethnic Groups	Intensive	50
Social Emotional Learning	Children from Low-Income Families	Intensive	500
Social Emotional Learning	Children with Disabilities	Intensive	300
Social Emotional Learning	English Learners	Intensive	3
Social Emotional Learning	Students Experiencing Homelessness	Intensive	10
Social Emotional Learning	Youth in Foster Care	Intensive	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
Universal Screener and Bi-weekly progress Monitoring	Bi-weekly	Student growth in social and emotional learning

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	239,264	10%	23,926

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
c. Motivating students that have been disengaged;	4	Counselor	Intermediate Unit	External Contractor	Training offered by Intermediate Unit to address trauma informed instructional practices for all identified subgroups.
a. Social emotional learning and support for students that have suffered	4	Counselor	Intermediate Unit	External Contractor	Training offered by Intermediate Unit to address trauma informed instructional

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
trauma during the COVID-19 pandemic;					practices for all identified subgroups.

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
Universal Screener and Bi-weekly progress Monitoring	Bi-weekly	Student growth both academically, socially, and emotionally

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%			

	Total LEA Allocation	Multiply by 8% (.08)	Minimum Allocation for Reading Improvement
Reading Improvement Requirement	239,264	8%	19,141

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?

Open Court Reading curriculum, Wilson, ERI, Unique Learning Systems, iXL, Heggerty

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:

The LEA has a significant population of students living in poverty. PVAAS data indicates a lack of student growth in the area of Reading across grade levels.

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
Open Court Reading Training	K - 6 teachers	60
Heggerty	K-5 teachers	55
Wilson	Special Education/Title Reading Teachers	10

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
MTSS/PBIS	Children with Disabilities	300	Multi-Tiered System of Support to address learning needs in Tiers 2 and 3, specifically for this allocation of funding
MTSS/PBIS	Children from Low-Income Families	500	Multi-Tiered System of Support to address learning needs in Tiers 2 and 3, specifically for this allocation of funding

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
Universal screening and progress monitoring	Bi-weekly	Academic growth

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
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			Loss Activities
52% Other Learning Loss Activities	239,264	52%	124,417

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
ixl/Wilson/Heggerty/ER I/Unique Learning Systems	Children from Low-Income Families	500	Interventions to target phonemic awareness needs as identified through universal screening, followed up by progress monitoring
ixl/Wilson/Heggerty/ER I/Unique Learning Systems	Children with Disabilities	300	Interventions to target phonemic awareness needs as identified through universal screening, followed up by progress monitoring

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
Universal screening and progress monitoring	Bi-weekly	Student growth

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

\$239,264.00

Allocation

\$239,264.00

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)

72,000

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$45,000.00	Staff counselor salaries
2700 - Student Transportation	500 - Other Purchased Services	\$27,000.00	Student Transportation Door to Door
		\$72,000.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$239,264.00

Allocation

\$239,264.00

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)

24,000

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	500 - Other Purchased Services	\$24,000.00	Social and Emotional Learning Professional Development for Staff
		\$24,000.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$239,264.00

Allocation

\$239,264.00

Budget Over(Under) Allocation

\$0.00

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

19,200

Budget Summary

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$19,200.00	Purchase of materials/curriculum to supplement the Reading program geared towards increasing student achievement in Reading
		\$19,200.00	

Section: Budget - Other Learning Loss Expenditures

Learning Loss Budget

Calculate the remaining LEA Allocation amount to fund Other Learning Loss Activities. Please enter **Budget Totals** from the **SEL, SEL PD, and Reading Improvement budget sections** to determine what funds are remaining for Other Learning Loss Activities. Click Save to calculate the value, and then this budget section Total should be equal this amount. (Calculation will populate when you click the Save button)

	Total LEA Allocation	30% SEL Budgeted Value	10% SEL PD Budgeted Value	8% Reading Improvement Budgeted Value	Remaining Allocation for Other Learning Loss Activities
Other Learning Loss Activities Amount	239,264	72,000	24,000	19,200	124,064

Learning Loss Expenditures

Budget

\$239,264.00

Allocation

\$239,264.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$80,000.00	Staff salaries to provide learning loss activities to students beyond the regular school day
1200 - SPECIAL			Purchase of evidence based programs to

Function	Object	Amount	Description
PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	\$24,064.00	foster student achievement in areas of student learning loss
2700 - Student Transportation	500 - Other Purchased Services	\$20,000.00	Student transportation
		\$124,064.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

\$239,264.00

Allocation

\$239,264.00

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	\$80,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$80,000.00
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	\$24,064.00	\$19,200.00	\$0.00	\$43,264.00
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 Education	\$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
Programs								
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	\$45,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$45,000.00
2200 Staff Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$24,000.00	\$0.00	\$0.00	\$24,000.00
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$47,000.00	\$0.00	\$0.00	\$47,000.00
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
3200 Student Activities	\$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
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
	\$125,000.00	\$0.00	\$0.00	\$0.00	\$95,064.00	\$19,200.00	\$0.00	\$239,264.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$239,264.00