

Section: Narratives - Building Information

School Building Name

Please enter the school building information in the table below for each A-TSI designated School that will be included in this application.

School Building Name	4 Digit Building Number
Carlynton Jr Sr High School	0079

Section: Narratives - Assessing Impacts and Needs

SCHOOLS DESIGNATED A-TSI ARP ESSER APPLICATION

The Pennsylvania Department of Education (PDE) recognizes the extraordinary efforts made by Local Education Agencies (LEAs), schools, and educators to support students during the COVID-19 pandemic. The application below requests information from designated A-TSI Schools within the LEA about: (1) Needs and impacts resulting from the pandemic, (2) Stakeholder engagement in the development of local plans to respond to these needs and impacts, (3) Specific elements in the designated A-TSI School Plan for the Use of ARP ESSER Funds; and (4) Plans for monitoring and measuring progress. As submitted and accepted by PDE in final form, this application shall become part of the Grant Agreement for ARP ESSER funds as Appendix B. As used in this application, "the LEA" refers to the Grantee defined in the Grant Agreement, which will be applying for the funds on behalf of the A-TSI designated School within the LEA.

Like Comprehensive Support and Improvement (CSI) schools, Additional Targeted Support and Improvement (A-TSI) schools are designated every three years, when one or more student groups in a school perform below the CSI thresholds for academic proficiency, academic growth, and at least one additional indicator. Also consistent with CSI determinations, any school in which the combined four- and five-year adjusted cohort graduation rate for one or more student groups is 67 percent or below will be designated for A-TSI.

ARP ESSER includes a significant focus on vulnerable student populations. Given these requirements, as well as PDE's own equity commitments, the designated A-TSI School application includes specific fields requesting information on programs to serve student groups that have experienced disproportionate impacts from the pandemic. Student groups are inclusive of the following:

- Students from low-income families;
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity);
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender);
- English learners;
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA]);
- Students experiencing homelessness;
- Children and youth in foster care;
- Migrant students; and
- Other groups disproportionately impacted by the pandemic that have been identified by the A-TSI designated School (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, and LGBTQ+ students).

Section I: Assessing Impacts and Needs

In this first section, A-TSI designated Schools are asked to describe the impact of the pandemic on their students, examine disproportionate impacts on specific student groups, and highlight the A-TSI designated School'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 A-TSI designated School 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) Academic impact of lost instructional time, (2) Chronic absenteeism, (3) Student engagement, and (4) Social-emotional well-being?

Academic Impact of Lost Instructional Time

School Building Name	Methods Used to Understand Each Type of Impact
Carlynton Jr Sr High School	After gleaning initial data reports related to academic learning classroom, educators gauged student learning loss and instructional gaps over the past 18 months through a variety of formative and summative assessments. Teachers have made data-based decisions based on the learning gaps identified in the classroom. Bench-marking based on PA state standards and grade level achievement standards continue to help teachers determine the scope of the learning loss. Students report that the change of delivery between hybrid and remote had a negative impact on their ability to learn new material.

Chronic Absenteeism

School Building Name	Methods Used to Understand Each Type of Impact
Carlynton Jr Sr High School	The fluctuation between remote and hybrid instruction posed unique challenges for students to attend school on a regular basis. Student attendance is directly related to student achievement. The building recognized a 15% drop in regular attendance rates when compared to a traditional school year.

Social-emotional Well-being

School Building Name	Method Used to Understand Each Type of Impact
Carlynton Jr Sr High School	<p>In the remote and hybrid setting, students did not have access to school support services on a consistent basis. Many students have been exposed to trauma, disruptions in learning, physical isolation, and disengagement from school and peers, which negatively affects their mental health. Students learn, take academic risks, and achieve at higher levels in safe and supportive learning environments and in the care of responsive adults they can trust. However, the ongoing impact of COVID-19 has contributed to student experiences that are far from universal — with under served students experiencing a disproportionate burden of the pandemic. As a result, many students might require additional supports and interventions to take risks in their learning so they can achieve at higher levels. When students returned to school this year, there were high levels of need presented when compared to the beginning of a traditional school year. These data were shared by school psychologists, school counselors, SAP, Chill Project, and other student support staff.</p>

Student Engagement

School Building Name	Method Used to Understand Each Type of Impact
Carlynton Jr Sr High School	<p>Due to the inconsistent academic realm of student learning, data reports that students struggled to consistently engage in classroom activities with instructors. Access to technology and Wi-Fi contributed to these challenges. After gleaning initial data reports related to academic learning classroom, educators gauged student learning loss and instructional gaps over the past 18 months through a variety of formative and summative assessments. Bench-marking based on PA state standards and grade level achievement standards continue to help teachers determine the scope of the learning loss. Students report that the change of delivery between hybrid and remote had a negative impact on their ability to learn new material.</p>

Other Indicators

School Building Name	Methods Used to Understand Each Type of Impact

Documenting Disproportionate Impacts

2. Identify the **student** groups in the A-TSI designated School that faced particularly significant impacts from the pandemic. Note that the student group(s) for which the school was designated A-TSI should be included in this listing. For each student group, provide specific strategies that were used or will be used to identify and measure impacts. This table can be completed for each A-TSI designated School included in this application.

School Building Name	Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Carlynton Jr Sr High School	Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	The District comprehensive plan and ATSI building level plan incorporate the use of the Renew Team, SAP, HSAO liaison, and other school support services to identify and provide supports to students who demonstrate poor attendance, academic engagement, or behavioral concerns that negatively impact student learning. The school will have an intense focus on this group who have historically been disenfranchised from learning. The school will focus additional attention on daily attendance and graduation rates for this group of identified students.

Reflecting on Local Strategies

3. Provide the A-TSI designated School's assessment strategy that has been most effective in supporting the needs of students, in particular specific student groups most impacted by the COVID-19 pandemic. Strategies two and three below are optional.

Strategy #1

School Building Name	Strategy Description
Carlynton Jr Sr High School	Strategies consist of building a rapport with students, engaging with students on a personal level, and understanding and sympathizing unique situations to encourage students to engage in open dialogue with school support staff. This strategy will target our identified students to provide assistance in meeting attendance targets and graduation requirements.

i. Impacts that Strategy #1 best addresses: (Select 'School Building Name', and check all that apply)

School Building Name	Academic Impact of Lost Instructional Time	Chronic Absenteeism	Student Engagement	Social-emotional Well-being	Other Impact	If 'Other' please describe:
Carlynton Jr Sr High School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

ii. Student group(s) that Strategy #1 most effectively supports: (select all that apply)

School Building Name	Students from each racial or ethnic group	Students from low-income families	Gender	English Learners	Children with disabilities	Students experiencing homelessness	Children and youth in foster care	Migrant students	Other student groups	Please describe 'Other student groups'
Carlynton Jr Sr High School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Strategy #2 (this strategy is optional)

School Building Name	Strategy Description

i. Impacts that Strategy #2 best addresses: (Select 'School Building Name', and check all that apply)

School Building Name	Academic Impact of Lost Instructional Time	Chronic Absenteeism	Student Engagement	Social-emotional Well-being	Other Impact	If 'Other' please describe:
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

ii. Student group(s) that Strategy #2 most effectively supports: (select all that apply)

School Building Name	Students from each racial or ethnic group	Students from low-income families	Gender	English Learners	Children with disabilities	Students experiencing homelessness	Children and youth in foster care	Migrant students	Other student groups	Please describe 'Other student groups'
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Strategy #3 (this strategy is optional)

School Building Name	Strategy Description

i. Impacts that Strategy #3 best addresses: (Select 'School Building Name', and check all that apply)

School Building Name	Academic Impact of Lost Instructional Time	Chronic Absenteeism	Student Engagement	Social-emotional Well-being	Other Impact	If 'Other' please describe:
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

ii. Student group(s) that Strategy #3 most effectively supports: (select all that apply)

School Building Name	Students from each racial or ethnic group	Students from low-income families	Gender	English Learners	Children with disabilities	Students experiencing homelessness	Children and youth in foster care	Migrant students	Other student groups	Please describe 'Other student groups'
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	or ethnic group	income families			disabilities	homelessness	foster care		groups	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Section: Narratives - Engaging Stakeholders in Plan Development

Section II: Engaging Stakeholders in Plan Development

In this second section, A-TSI designated Schools are asked to provide information on how stakeholders will be engaged in planning for the use of ARP ESSER funds, how stakeholder input will be utilized, and how the LEA will make its A-TSI designated School Plan for the Use of ARP ESSER Funds transparent to the public—all critical components in developing, implementing, and adjusting plans based on the differential impacts of the COVID-19 pandemic.

4. Stakeholder Engagement

Describe how the A-TSI designated School, in planning for the use of ARP ESSER funds, has engaged or will engage in meaningful consultation with stakeholders. **(3,000 characters max)**

(Stakeholders include any relevant group to the A-TSI designated School, such as students; families; school and district administrators (including special education administrators); teachers; principals; school leaders; other educators; school staff; and unions. In addition, to the extent that the following groups are present in or served by the A-TSI designated School, stakeholders also include community partners, civil rights organizations (including disability rights organizations); stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migrant students, children who are incarcerated, and other underserved students; and tribes.)

School Building Name	Stakeholder Engagement
Carlynton Jr Sr High School	During the development of the A-TSI plan, a steering committee was formed to engage in meaningful consultation and examine data to formulate a plan to address the needs of students identified in the A-TSI plan. Membership in this committee has expanded to include additional members to review the allocation of funds received from this and other grants. This committee will continue to meet throughout the timeframe the funding is available. The committee will continue to review the allocation of resources and the impact it is having on the identified group of students. The details of this grant, along with other related ESSER grants, were discussed in public during school board meetings and finance committee meetings as a means of continuing to engage stakeholders in the process.

5. Use of Stakeholder Input

Describe how the A-TSI designated School has taken or will take stakeholder and public input into account in the development of the Plan for the Use of ARP ESSER Funds. **(3,000 characters max)**

School Building Name	Use of Stakeholder Input
Carlynton Jr Sr High School	Stakeholder input regarding all plans for services for students is valued by the school district and will continue as the district moves through the process of allocating funding to support the services outlined in the A-TSI plan and strategies incorporated into this grant. Members of the public who do not serve as members of the committee will be encouraged to provide feedback on the projected strategies and use of funding. All feedback provided will be shared directly with the committee and reviewed for consideration. The feedback will be correlated to the strategies of the plan, the mission and vision of the school district, along with elements of the district's comprehensive plan.

6. Public Access to LEA Plan for the Use of ARP ESSER Funds

Describe the process for development, approval, and making public the Plan for the Use of A-TSI designated School ARP ESSER Funds. The Plan for the Use of ARP ESSER Funds must be made publicly available on the LEA website and submitted to PDE within 90 days of LEA receipt of ARP ESSER funding, must be written in a language that parents/caregivers can understand, and must be provided in alternate format upon request by a parent/caregiver who is an individual with a disability. **(3,000 characters max)**

School Building Name	Public Access
Carlynton Jr Sr High School	The plan will be developed using multiple inputs including stakeholder feedback, committee feedback, district goals, and the comprehensive plan while taking into consideration the direct impact the plan will have on students and the district's ability to sustain programs developed as a result of the plan. The goal is to use the funding strategically to position the district in a better place in regard to the services provided to our students and community. A fist to five consensus approach will be used by the committee while approving the plan and funding allocations to ensure that all members of the committee are vested in the process and have a voice. The plan will continue to be shared with the public through public school board meeting, finance committee meetings and will be posted on the district website.

Section: Narratives - Plan for ARP ESSER Funds

Section III: Plan for ARP ESSER Funds

In this third section, A-TSI designated Schools are asked to reflect on both the impacts and needs described in Section I and stakeholder engagement described in Section II to provide a description of the plan for the use of ARP ESSER funds to address the impact of lost instructional time as required by section 2001(e)(1) of the ARP Act.

7. Plan for Funds

How will the A-TSI designated School spend its remaining ARP ESSER funds including as outlined in the fields below?

1. Continuity of Services: How will the A-TSI designated School use ARP ESSER funds to sustain services to address students’ academic needs; students’ and staff social, emotional, and mental health needs; and student nutrition and food services?
2. Access to Instruction: How will the A-TSI designated School use ARP ESSER funds to support the goals of increasing opportunity to learn and equity in instructional delivery? Consider regular attendance/chronic absenteeism data from the 2020-21 school year, including data disaggregated by student groups, in developing the response.
3. Mitigation Strategies: How will the A-TSI designated School use ARP ESSER funds to support prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities and transportation services to effectively maintain the health and safety of students, educators, and other staff?
4. Staff Recruitment, Support, and Retention: How will the A-TSI designated School use ARP-ESSER funds to maintain staff and provide professional training and/or improve working conditions for staff?
5. Other, i.e. Summer school, extended day

School Building Name	Use of Funds	Plan for Funds
		<p>The pandemic continues to have an impact on all students in a variety of ways, however, our students identified through the A-TSI plan have been impacted to a higher degree of significance. The fluctuation between remote, hybrid, and in-person learning has not created a consistent model of providing academic and behavioral health services to this population. The lack of consistency coupled with the challenges of learning platforms has led to a lack of student</p>

School Building Name	Use of Funds	Plan for Funds
Carlynton Jr Sr High School	Continuity of Services	<p>engagement and consistent attendance. This has had an adverse impact on student achievement. We recognized that many students perceived there was no pathway for them to meet their graduation requirements. This perception exacerbated the engagement and attendance issues. For this group of students, we created a pathway with specific supports to create awareness that there was a pathway to meet graduation requirements while reinforcing the importance of attending school on a regular basis. In the second semester of the 2020/2021 school year, students in this group were identified and invited to attend an after school program that ran Monday through Friday and provided support in the areas of math, science, English, social studies and elective level courses. The program ran during the second semester of the school year and not only increased attendance rates of the identified students but also helped this group of students make progress towards their graduation requirements. Without this program, several students would have either dropped out or not graduated on time or graduated at all. Due to the success of the program, we implemented the same program during the 2021/2022 school year. We will continue to evaluate the success of the program as we make decisions for the upcoming school years. Therefore, funding related to this set aside grant was allocated towards the salaries for teachers to provide instruction in</p>

School Building Name	Use of Funds	Plan for Funds
		the areas outlined above.
Carlynton Jr Sr High School	Access to Instruction	<p>The pandemic continues to have an impact on all students in a variety of ways, however, our students identified through the A-TSI plan have been impacted to a higher degree of significance. The fluctuation between remote, hybrid, and in-person learning has not created a consistent model of providing academic and behavioral health services to this population. The lack of consistency coupled with the challenges of learning platforms has led to a lack of student engagement and consistent attendance. This has had an adverse impact on student achievement. We recognized that many students perceived there was no pathway for them to meet their graduation requirements. This perception exacerbated the engagement and attendance issues. For this group of students, we created a pathway with specific supports to create awareness that there was a pathway to meet graduation requirements while reinforcing the importance of attending school on a regular basis. In the second semester of the 2020/2021 school year, students in this group were identified and invited to attend an after school program that ran Monday through Friday and provided support in the areas of math, science, English, social studies and elective level courses. The program ran during the second semester of the school year and not only increased attendance rates of the identified</p>

School Building Name	Use of Funds	Plan for Funds
		<p>students but also helped this group of students make progress towards their graduation requirements. Without this program, several students would have either dropped out or not graduated on time or graduated at all. Due to the success of the program, we implemented the same program during the 2021/2022 school year. We will continue to evaluate the success of the program as we make decisions for the upcoming school years. Therefore, funding related to this set aside grant was allocated towards the salaries for teachers to provide instruction in the areas outlined above.</p>

Section: Narratives - Monitoring and Measuring Progress

Section IV: Monitoring and Measuring Progress

In this fourth section, A-TSI designated Schools are asked to describe efforts to build local capacity to ensure high-quality data collection and reporting to safeguard funds for their intended purposes.

8. Capacity for Data Collection and Reporting

A-TSI designated Schools must continuously monitor progress and adjust strategies as needed. Describe the School’s capacity and strategy to collect and analyze data (disaggregated by student group, where applicable), for each of the following measures:

Student learning, including academic impact of lost instructional time during the COVID-19 pandemic

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
Carlynton Jr Sr High School	Academic and attendance data were examined for all students identified in the A-TSI plan. These data were pulled directly from our student information system and reviewed by our SAP and Renew teams. A direct correlation was recognized between attendance and academic success. Those students were invited to attend the afterschool program. The SAP and Renew teams continued to monitor student attendance and academic success throughout the remainder of the program.

Opportunity to learn measures (see help text)

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
Carlynton Jr Sr High School	At the beginning of the pandemic, the district surveyed families to determine the level of access our students had to technology in the home and access to internet service. The data was analyzed to determine the number of Chromebook devices the district needed to purchase to ensure that each household had at least one device to access instruction. Additionally, the data was analyzed to determine the number of hot spots the district needed to purchase to ensure that all students could access remote learning tools. The district continued

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
	to survey families regarding issues related to challenges experienced while students were learning remotely. Data indicated that additional purchases in Chromebook devices was necessary.

Jobs created and retained (by number of FTEs and position type) (see help text)

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
Carlynton Jr Sr High School	No new positions were required to implement this plan. The district relied upon our current staffing model to provide the services outlined in the plan.

Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
Carlynton Jr Sr High School	Data indicated that 90% of the students identified for this program participated and took advantage of the program. The high level of participation was attributed to the format of the after school program and benefits it provided to our students. The SAP and Renew team members communicated the plan effectively to both students and their parents. Beyond the scope of this plan we also experienced a high participation rate from students participating in summer programming as well.

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$35,964.00

Allocation

\$35,694.00

Budget Over(Under) Allocation

\$270.00

INSTRUCTION EXPENDITURES

School Building Name	Function	Object	Amount	Description
Carlynton Jr Sr High School	1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$29,650.00	Teacher salaries to support project.
Carlynton Jr Sr High School	1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$6,314.00	Related payroll costs.
			\$35,964.00	

Section: Budget - Support and Non-Instruction Expenditures

BUDGET OVERVIEW

Budget

\$35,964.00

Allocation

\$35,694.00

Budget Over(Under) Allocation

\$270.00

SUPPORT AND NON-INSTRUCTION EXPENDITURES

School Building Name	Function	Object	Amount	Description
			\$	
			\$0.00	

Section: Budget - Budget Summary
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	\$29,650.00	\$6,314.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$35,964.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher 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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2300 SUPPORT SERVICES – ADMINISTRATION	\$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
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
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
	\$29,650.00	\$6,314.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$35,964.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$35,964.00

