

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	Social and emotional learning loss will be identified with data provided by SAP team, Trauma Informed Care team and risk assessment data, IEP Team Meetings, teacher and administrator observation, and Chill Project data.
Professional Development for Social and Emotional Learning	Professional development will be targeted to all professional staff and support personnel. Focus will be to provide professional development for the SAP team and Trauma Informed Care team. Professional development is also provided through the LEA's partnership with Allegheny Health Network's Chill Project. Training related to mindfulness is also provided to all staff members.
Reading Remediation and Improvement for Students	Acadience, NWEA MAP, and CDT data will identify those students most at risk for not making adequate achievement in reading. Teacher developed formative and summative assessments will be used to provide data in a more timely manner.
Other Learning Loss	For consistency purposes, Acadience, NWEA MAP, and CDT data will identify those students most at risk for not making adequate academic achievement. Teacher developed formative and summative assessments will be used to provide data in a more timely manner. Teacher and administrator observation are also used to identify other areas of learning loss.

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.

	Provide specific strategies
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Student Group	Area of Impact	that were used or will be used to identify and measure impacts
Children from Low-Income Families	Social and Emotional Learning	Social and emotional learning loss will be identified with data provided by SAP team, Trauma Informed Care team and risk assessment data, IEP Team Meetings, teacher and administrator observation, and Chill Project data.
Children with Disabilities	Social and Emotional Learning	Social and emotional learning loss will be identified with data provided by SAP team, Trauma Informed Care team and risk assessment data, IEP Team Meetings, teacher and administrator observation, and Chill Project data.
English Learners	Social and Emotional Learning	Social and emotional learning loss will be identified with data provided by SAP team, Trauma Informed Care team and risk assessment data, IEP Team Meetings, teacher and administrator observation, and Chill Project data.
Major Racial or Ethnic Groups	Social and Emotional Learning	Social and emotional learning loss will be identified with data provided by SAP team, Trauma Informed Care team and risk assessment data, IEP Team Meetings, teacher and administrator observation, and Chill Project data.
Children from Low-Income Families	Reading Remediation and Improvement	Acadience, NWEA MAP, and CDT data will identify those students most at risk for not making adequate achievement in reading. Teacher developed formative and summative

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		assessments will be used to provide data in a more timely manner.
English Learners	Reading Remediation and Improvement	Acadience, NWEA MAP, and CDT data will identify those students most at risk for not making adequate achievement in reading. Teacher developed formative and summative assessments will be used to provide data in a more timely manner.
Children with Disabilities	Reading Remediation and Improvement	Acadience, NWEA MAP, and CDT data will identify those students most at risk for not making adequate achievement in reading. Teacher developed formative and summative assessments will be used to provide data in a more timely manner.
Major Racial or Ethnic Groups	Reading Remediation and Improvement	Acadience, NWEA MAP, and CDT data will identify those students most at risk for not making adequate achievement in reading. Teacher developed formative and summative assessments will be used to provide data in a more timely manner.
Major Racial or Ethnic Groups	Other Areas of Learning Loss	Acadience, NWEA MAP, and CDT data will identify those students most at risk for not making adequate academic achievement. Teacher developed formative and summative assessments will be

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		used to provide data in a more timely manner. Teacher and administrator observation are also used to identify other areas of learning loss.
Children from Low-Income Families	Other Areas of Learning Loss	Acadience, NWEA MAP, and CDT data will identify those students most at risk for not making adequate academic achievement. Teacher developed formative and summative assessments will be used to provide data in a more timely manner. Teacher and administrator observation are also used to identify other areas of learning loss.
English Learners	Other Areas of Learning Loss	Acadience, NWEA MAP, and CDT data will identify those students most at risk for not making adequate academic achievement. Teacher developed formative and summative assessments will be used to provide data in a more timely manner. Teacher and administrator observation are also used to identify other areas of learning loss.
Children with Disabilities	Other Areas of Learning Loss	Acadience, NWEA MAP, and CDT data will identify those students most at risk for not making adequate academic achievement. Teacher developed formative and summative assessments will be used to provide data in a more timely manner. Teacher and

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		administrator observation are also used to identify other areas of learning loss.

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	210,387	30%	63,116

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.

Social and emotional learning loss will be identified with data provided by SAP team, Trauma Informed Care team and risk assessment data, IEP Team Meetings, teacher and administrator observation, and Chill Project data.

5. Program/Activities – Please describe the planned program activities and identify the type of activity and the number of students to be served by that activity.

Program Activity	Student Group	Type (Universal, Targeted, Intensive)	Number of Students Served
Chill Project	Major Racial and Ethnic Groups	Universal	285
Chill Project	Children from Low-Income Families	Universal	218
Chill Project	English Learners	Universal	60
Chill Project	Children with Disabilities	Universal	83

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
Survey with Staff	Program beginning and end dates	Reduced hospitalizations, decrease of need for higher care, improved attendance rates, and overall increase in student social and emotional wellness and self care.
Student Self Evaluation	Daily	Reduced hospitalizations, decrease of need for higher care, improved attendance rates, and overall increase in student social and emotional wellness and self care.
Collaborative Meeting with AHN & LEA	Monthly	Reduced hospitalizations, decrease of need for higher care, improved attendance rates, and overall increase in student social and emotional wellness and self care.

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	210,387	10%	21,039

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

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;	115	Teacher	AHN & Duquesne University	External Contractor	Professional development in mindfulness skill development using data collected from extensive survey and research tools.
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	30	Support Staff	AHN & Duquesne University	External Contractor	Professional development in mindfulness skill development using data collected from extensive survey and research tools.
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	10	Other	AHN & Duquesne University	External Contractor	Professional development in mindfulness skill development using data collected from extensive survey and research tools.

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
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Participant Survey and Reflection	At completion of professional development activity	Feedback provided to determine the effectiveness, usefulness and practicality of professional development strategies presented.
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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.

- 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	210,387	8%	16,831

- 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?

Acadience and NWEA MAP data will identify those students most at risk for not making adequate achievement in reading. Teacher developed formative and summative assessments will be used to provide data in a more timely manner. The findings substantiated significant learning loss in reading for all student groups.

- 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:

Data indicates that due to the remote and hybrid learning platform and lack of consistent in person learning throughout the pandemic, student attendance and engagement declined which had an adverse impact on student achievement in reading.

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
Understanding ESL Students and Their Needs	All professional staff	120
Reading Achievement Academy	K-2	10
Wonderworks Intervention Curriculum	K-6	7

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
			The program accelerates students back to grade level standards by

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Wonderworks Intervention Curriculum	Children with Disabilities	145	promoting literacy through building foundational skills, developing close reading skills, and informed instruction through assessment.
Wonderworks Intervention Curriculum	Major Racial and Ethnic Groups	212	The program accelerates students back to grade level standards by promoting literacy through building foundational skills, developing close reading skills, and informed instruction through assessment.

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
Acadience	Three times a year	Increase in reading achievement.
NWEA MAPS	Three times a year	Increase in reading achievement.
Program embedded summative and formative assessments	Throughout the school year	Increase in reading achievement.
Classroom observation	Throughout the school year	Feedback to staff on effectiveness of delivery.

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	210,387	52%	109,401

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
			The focus of the afterschool program identifies students who need additional academic support to supplement the learning gap for the identified student groups. By targeting the student group of African American and special education students, the district moves to combat the drop-out rate for students. One of the risk factors for drop-out rates for these aforementioned target

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
After School Tutoring	Children with Disabilities	25	<p>groups is low academic achievement, overwhelming amounts of academic content, and lack of structured support outside of the schoolhouse. By providing the additional support at the afterschool program, students glean the benefits of extra one-on-one time with an instructor to improve their academic performance and mitigate further struggles in the classroom.</p>
			<p>The focus of the afterschool program identifies students who need additional academic support to supplement the learning gap for the identified student groups. By targeting the student group of African American and special education students, the district moves to combat the drop-out rate for students. One of the risk factors for drop-out rates for these aforementioned target</p>

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
After School Tutoring	Major Racial and Ethnic Groups	25	groups is low academic achievement, overwhelming amounts of academic content, and lack of structured support outside of the schoolhouse. By providing the additional support at the afterschool program, students glean the benefits of extra one-on-one time with an instructor to improve their academic performance and mitigate further struggles in the classroom.
Summer School	Children from Low-Income Families	200	The teachers use their classroom's curriculum and researched based materials to provide the daily lessons.
Summer School	Major Racial and Ethnic Groups	80	The teachers use their classroom's curriculum and researched based materials to provide the daily lessons.

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

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Student Attendance Data	Weekly Progress Reports	The LEA will assess the success of the after-school program by the number of students who participate in the program, and reach proficiency on the APEX learning platform and other instructor-produced material that is specifically differentiated to meet the academic needs of the students attending the program. APEX is a learning program that tailors each content area to state standards that address a gap in student achievement.
APEX	Daily	The LEA will assess the success of the after-school program by the number of students who participate in the program, and reach proficiency on the APEX learning platform and other instructor-produced material that is specifically differentiated to meet the academic needs of the students attending the program. APEX is a learning program that tailors each content area to state standards that address a gap in student achievement.

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

\$210,387.00

Allocation

\$210,387.00

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)

63,116

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$65,000.00	Partnership with Allegheny Health Network Chill Project
		\$65,000.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$210,387.00

Allocation

\$210,387.00

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)

21,039

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$22,000.00	Contracted services to provide SEL staff professional development
		\$22,000.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$210,387.00

Allocation

\$210,387.00

Budget Over(Under) Allocation

\$0.00

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

16,831

Budget Summary

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$17,313.00	Reading specialist salary
1000 - Instruction	200 - Benefits	\$3,687.00	Associated employee costs for reading specialist
		\$21,000.00	

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	210,387	63,116	21,039	16,831	109,401

Learning Loss Expenditures

Budget

\$210,387.00

Allocation

\$210,387.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$72,045.00	Teacher salaries
1400 - Other			

Function	Object	Amount	Description
Instructional Programs – Elementary / Secondary	200 - Benefits	\$15,342.00	Associated employees costs
2700 - Student Transportation	500 - Other Purchased Services	\$15,000.00	Student Transportation costs for After School Tutoring and Summer School
		\$102,387.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

\$210,387.00

Allocation

\$210,387.00

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	\$17,313.00	\$3,687.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$21,000.00
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	\$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	\$72,045.00	\$15,342.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$87,387.00
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	\$65,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$65,000.00
2200 Staff Support Services	\$0.00	\$0.00	\$22,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$22,000.00
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	\$15,000.00	\$0.00	\$0.00	\$15,000.00
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

	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
	\$89,358.00	\$19,029.00	\$87,000.00	\$0.00	\$15,000.00	\$0.00	\$0.00	\$210,387.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$210,387.00