

## 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?

	<b>Method used to Understand Each Type of Impact</b>
<b>Social and Emotional Learning</b>	The District utilized multiple methods to analyze the impact on this group. We spoke with groups of parents, spoke specifically with individuals, analyzed via survey data, and reviewed internal data to analyze the impact. As a small district our student populations tend to cross multiple demographics and our methods are often the same in order to analyze the impact on all who were impacted.
<b>Professional Development for Social and Emotional Learning</b>	The district worked with our staff to discuss needs, utilize small groups to help in planning, and survey data from all staff. Additionally, we leaned on our internal counseling staff, their expertise and the work they did with staff to review needs and plan for the future.
<b>Reading Remediation and Improvement for Students</b>	The District utilized multiple methods to analyze the impact on this group. We spoke with groups of parents, spoke specifically with individuals, analyzed via survey data, and reviewed internal data to analyze the impact. As a small district our student populations tend to cross multiple demographics and our methods are often the same in order to analyze the impact on all who were impacted.
<b>Other Learning Loss</b>	The District utilized multiple methods to analyze the impact on this group. We spoke with groups of parents, spoke specifically with individuals, analyzed via survey data, and reviewed internal data to analyze the impact. As a small district our student populations tend to cross multiple demographics and our methods are often the same in order to analyze the impact on all who were impacted.

### 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	Reading Remediation and Improvement	Review of existing internal data; focus of RtII and MTSS time at the elementary level; specific invitations to afterschool and summer programming at all levels; review of future standardized data to review pre, during and post achievement levels on common ground.
Children from Low-Income Families	Social and Emotional Learning	Review of data, non-personalized, from counseling staff regarding needs, current needs, and future growth of students who they work with pre, during and post pandemic.
Children with Disabilities	Reading Remediation and Improvement	Review of existing internal data; focus of RtII and MTSS time at the elementary level; specific invitations to afterschool and summer programming at all levels; review of future standardized data to review pre, during and post achievement levels on common ground.

**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
<b>Minimum 30% SEL Requirement</b>	210,219	30%	63,066

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 District is fortunate to have a guidance counseling and social work staff within the District. The District has leaned on these professionals to assist with the needs of our students. They have reviewed attendance data, classroom data, counseling needs, group work, and data such as SAP or other similar data to determine the student needs, strengths, and challenges, as well as plan for the future.

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.

<b>Program Activity</b>	<b>Student Group</b>	<b>Type (Universal, Targeted, Intensive)</b>	<b>Number of Students Served</b>
Counseling Services	Children from Low-Income Families	Universal	500
Social Work Services	Children from Low-Income Families	Universal	200
Counseling Services	Children with Disabilities	Targeted	50
Social Work Services	Children with Disabilities	Targeted	50
Group Counseling Sessions	Children from Low-Income Families	Targeted	100
Group Counseling Sessions	Children from Low-Income Families	Intensive	30
Behavior Intervention	Children from Low-Income Families	Targeted	20
Behavior Intervention Services	Children with Disabilities	Targeted	30

6. How will the LEA assess the success of the SEL program? Please identify the tool, frequency of use, and expected results.

<b>Tool Used to Evaluate Success</b>	<b>Frequency of Use</b>	<b>Expected Results</b>
Attendance Data	Monthly	Increases in attendance due to increased attachment to school
Counseling Services	Quarterly	Decrease in counseling services as sessions become needed less as students learn

Tool Used to Evaluate Success	Frequency of Use	Expected Results
		skills and coping strategies.
Discipline Data	Monthly	Decrease in discipline referrals due to students learning strategies and skills for coping.

**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
<b>Minimum 10% SEL PD Requirement</b>	210,219	10%	21,022

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
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	120	Teacher	Western Psychiatric	External Contractor	Session from Western Psychiatric on strategies and skills for working with students.
b. Identifying signs of possible mental health issues and providing culturally relevant support;	120	Teacher	Keysolutions	External Contractor	Session from Keysolutions on strategies and skills for working with students.
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	20	Support Staff	Western Psychiatric	External Contractor	Session from Western Psychiatric on strategies and skills for working with students.
b. Identifying signs of possible mental health issues and providing culturally relevant support;	20	Support Staff	Keysolutions	External Contractor	Session from Keysolutions on strategies and skills for working with students.
					Strategies and

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;	120	Teacher	Counseling Staff	Internal Staff	skills for workign with our students, from our internal counseling staff.

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
Attendance Data	Monthly	Increases in attendance due to increased attachment to school

**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



			<b>Improvement</b>
<b>Minimum 8% Reading Improvement Requirement</b>	210,219	8%	16,818

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 District reviewed data from STAR testing, Dibels, CDT, PSSA, and Accelerated Reader. This data was reviewed for all student groups due to our size and our perceived needs. This data indicated that students who were previously displaying below grade level achievement, continued to do so during the pandemic and in turn needed additional supports.

12. Does your data indicate that at-risk readers are making at least a year's worth of growth or more in one school year? \*Please consider both state PVAAS data and local assessment data

Yes

Please explain:

Data is showing that students were achieving at levels expected, however some are below what is desired so we must work with those groups on their future achievement and attainment of grade level performance.

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.

<b>Training</b>	<b>Grade Level / ESL / Special Education</b>	<b>Number of Teachers Trained</b>
Dibels training in support, services offered, data analysis and implementation of support academic skills	K-2	20

Training	Grade Level / ESL / Special Education	Number of Teachers Trained
Literacy based skills for achievement and skill development	K-5	30

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
Reading Specialist	Children from Low-Income Families	50	Individual and small group work with skill development and grade level standards.
Reading Specialist	Children with Disabilities	20	Individual and small group work with skill development and grade level standards.

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
Dibels	Tri-Annually	Review of core based literacy skills and student achievement.
STAR	Bi-annual	Review of core based literacy skills and student achievement.

**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
<b>52% Other Learning Loss Activities</b>	210,219	52%	109,314

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
Psychologist Services	Children from Low-Income Families	120	Additional hours and days to support student needs and growth within the school environment.
Behavior Therapist	Children from Low-Income Families	100	Additional hours and days to support student needs and growth within the school environment.
Psychologist Services	Children with Disabilities	45	Additional hours and days to support student needs and growth within the school environment.
Behavior Therapist	Children with Disabilities	30	Additional hours and days to support student needs and growth within the school environment.

<b>Intervention</b>	<b>Student Group</b>	<b>Number of Students Receiving Intervention</b>	<b>Brief Description of Intervention</b>
Summer Programming	Children from Low-Income Families	50	Summer programming on skill development and targeted at on-grade level achievement.
Summer Programming	Children with Disabilities	75	Summer programming on skill development and targeted at on-grade level achievement.

18. How will the LEA assess the success of the learning loss activities? Please identify the tool, frequency of use, and expected results.

<b>Tool Used to Evaluate Success</b>	<b>Frequency of Use</b>	<b>Expected Results</b>
Attendance	Weekly	Reivew of attendance data to review student participation.
Qualitative Anecdotal Evidence	Monthly	Review of data from therapists on student needs, growth and attainment of goals; non-personalized to protect confidentiality.

**Section: Budget - Social and Emotional Learning Budget**

Social and Emotional Learning Budget

**Budget**

\$210,219.00

**Allocation**

\$210,219.00

**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)

63,065

Budget Summary

Function	Object	Amount	Description
1000 - Instruction	300 - Purchased Professional and Technical Services	\$63,065.00	District presently contracts for Psychologist services and a Behavior Technician/Therapist. Budgeted amount will increase their hours and total days in the District throughout the next two years to support our students and have the ability to meet with more students and staff.
			Supplies will support our sensory room development and deployment of sensory items throughout the room and throughout our buildings. Rooms

Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	\$10,000.00	have been developed in coordinate with PaTTAN and supply funding will help refresh and build upon those areas. Rooms are used by all students within the building.
1000 - Instruction	600 - Supplies	\$5,000.00	Funds will support positive messaging promotion that is being run throughout our middle and high school. Counselors are following a counselor based positive message promotion aimed at spreading positive messages throughout the building on walls, in bathrooms, on posters, and so forth. Messaging aims to promote positive thinking and is done in conjunction with curriculum based character development.
		<b>\$78,065.00</b>	

**Section: Budget - Social and Emotional Learning Professional Development Budget**

Social and Emotional Learning Professional Development Budget

**Budget**

\$210,219.00

**Allocation**

\$210,219.00

**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)

21,022

Budget Summary

Function	Object	Amount	Description
1000 - Instruction	300 - Purchased Professional and Technical Services	\$3,000.00	Student Assistant Program training for new team members to join the SAP team throughout each building. Budgeted amount will cover full SAP training.
1000 - Instruction	300 - Purchased Professional and Technical Services	\$8,022.00	Provides contracted support with KeySolutions to provide training, support services, professional development to counseling staff and district staff on social, emotional, behavioral, and similar needs. District contracts for Psychologist and Behavior Technician

Function	Object	Amount	Description
			services and the additional cost will support additional hours for training services and services of staff from Slippery Rock University to further support the programming needs.
1000 - Instruction	600 - Supplies	\$10,000.00	Curriculum supplies for counselors and social workers to utilize with professional development training and support based training of students, staff, and families for growth and professional development needs.
		<b>\$21,022.00</b>	



**Section: Budget - Reading Improvement Budget**

Reading Improvement Budget

**Budget**

\$210,219.00

**Allocation**

\$210,219.00

**Budget Over(Under) Allocation**

\$0.00

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

16,818

Budget Summary

Function	Object	Amount	Description
1000 - Instruction	300 - Purchased Professional and Technical Services	\$3,990.00	Professional development on literacy techniques and literacy support integration for grades K-5.
1000 - Instruction	600 - Supplies	\$7,000.00	iXL portion to engage reading services for grades K through 8 through iXL program for high quality reading instruction and skill development.
1000 - Instruction	600 - Supplies	\$5,828.00	Supplemental intervention materials for use at the K-3 level to support struggling readers and provide additional intervention strategies for those at the most crucial time

Function	Object	Amount	Description
			of reading development.
		<b>\$16,818.00</b>	

**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
<b>Other Learning Loss Activities Amount</b>	210,219	78,065	21,022	16,818	94,314

**Learning Loss Expenditures**

**Budget**

\$210,219.00

**Allocation**

\$210,219.00

**Budget Over(Under) Allocation**

\$0.00

Budget Overview

Function	Object	Amount	Description
			Curriculum materials to update classroom curriculum to make it more relevant, connected, and purposeful for our students. Update curriculum materials,

Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	\$65,000.00	such as but not limited to, text series and novels to use names, locations, and experiences that our students relate to. Engagement in learning is based on relationships and connectedness to the materials.
2700 - Student Transportation	300 - Purchased Professional and Technical Services	\$20,000.00	Transportation costs to provide busing and other transportation services for students to attend afterschool and summer school learning opportunities.
1000 - Instruction	300 - Purchased Professional and Technical Services	\$5,000.00	Professional development for staff to engage with high quality professional learning to update skills related to instructional techniques, technology, and so forth. All professional development must be pre-approved and the source is reviewed prior to approval.
1000 - Instruction	300 - Purchased Professional and Technical Services	\$4,314.00	Substitute costs associated with professional development of staff members.
		<b>\$94,314.00</b>	

**Section: Budget - Budget Summary**

**BUDGET OVERVIEW**

**Budget**

\$210,219.00

**Allocation**

\$210,219.00

**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	\$87,391.00	\$0.00	\$0.00	\$102,828.00	\$0.00	\$190,219.00
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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher								

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support Services	\$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
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	\$20,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$20,000.00
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
	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$107,391.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$102,828.00</b>	<b>\$0.00</b>	<b>\$210,219.00</b>
<b>Approved Indirect Cost/Operational Rate: 0.0000</b>								<b>\$0.00</b>
<b>Final</b>								<b>\$210,219.00</b>