

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	SASD will collect and analyze data from referrals made to the guidance office or administration. These referrals will be tracked. An online referral form is being created for non-emergency assistance. These referrals can be made by a teacher, parents, self, social worker or other. All referrals will also be recommended for our Strengthening family group. Upon receipt of referral, a staff member will be assigned to reach out to the individuals and assist in an appropriate manner. SASD will use data from local assessments along with teacher observations/recommendations of students in their classes. In addition, the reports for absenteeism will also be used.
Professional Development for Social and Emotional Learning	A core Team will guide and coordinate all efforts to address the needs of staff and students. A professional development plan will be constructed to lay the framework for the road to recovery and healing after the covid 19 pandemic and all the other traumas. Katona-liWe are conducting a RFP process to select a vendor to be the Consulting company to conduct a needs assessment, analyze, provide trainings, and assist with monitoring the core teams process to sustain this program. Timeline is estimated to be 2.5years with the consultant. These services will focus on providing training and technical support to SASD in developing the supports and plan. Surveys and interviews will be conducted by the consulting company to identify the needs to guide this process.
Reading Remediation and Improvement for Students	SASD will collect and analyze data from quarterly grades, local assessments, teacher recommendations, and progress monitoring, At the elementary, we will be using Acadience, IReady, and quarterly grades. At the intermediate and middle schools, we will use IReady and quarterly grades. At the high school level we will use CDTs and quarterly grades. Each school will focus in the areas of Math and ELA.
Other 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.

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Children from Low-Income Families	Social and Emotional Learning	<p>SASD will collect and analyze data from referrals made to the guidance office or administration. These referrals will be tracked. An online referral form is being created for non-emergency assistance. These referrals can be made by a teacher, parents, self, social worker or other. All referrals will also be recommended for our Strengthening family group. Upon receipt of referral, a staff member will be assigned to reach out to the individuals and assist in an appropriate manner. SASD will use data from local assessments along with teacher observations/recommendations of students in their classes. In addition, the reports for absenteeism will also be used.</p>
Children from Low-Income Families	Reading Remediation and Improvement	<p>SASD will collect and analyze data from quarterly grades, local assessments, teacher recommendations, and progress monitoring. At the elementary, we will be using Acadience, IReady, and quarterly grades. At the intermediate and middle schools, we will use IReady and quarterly grades. At the high</p>

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		school level we will use CDTs and quarterly grades. Each school will focus in the areas of Math and ELA.

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	344,314	30%	103,294

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 consultant will use the PCCD's model plan for trauma informed schools and how it relates to MTSS. The include self care, what is trauma, trauma and the brain, Flight, flight and freeze, trauma informed classrooms and integrating trauma into our current system within a multi tiered MTSS support The consultant will implement the self care packet with staff to explore strategies for recognizing and addressing traumatic stress and vicarious trauma in the school and home. The consultant will support the staff in identifying SAMHSA 8 domains of wellness and how it can be used as a framework to support staff and student well being.

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
Student service trained by staff	Children from Low-Income Families	Universal	2,302

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	twice a year (fall & Spring)	SEL forms decreased to guidance office by 30% annually. To Increase attendendane annually by 10%. To increase staff attendance annually by 10%.To decrease discipline issues sent to office by 20% annually for in school incidents.

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
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	Total LEA Allocation	Multiply by 10% (.10)	Minimum Allocation for SEL PD
Minimum 10% SEL PD Requirement	344,314	10%	34,431

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
e. Self-care and mindfulness strategies for teachers;	260	Teacher	Consultant	External Contractor	The consultant will provide training and technical assistance to support the district in a coaching and developing a plan
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	260	Teacher	Consultant	External Contractor	The consultant will provide training and strategies in trauma - sensitive approaches

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;	15	Teacher	consultant	External Contractor	The consultant will train a core group of staff in all areas to coach their peers throughout the process.

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
survey	end of each training	the core team and staff will learn new strategies to improve overall school safety and climate for both students and adults in our district.

Section 3c - Reading Improvement for Students:

LEA allocations in Reading improvement should be used to increase the best practice in the implementation of research-based reading instruction and acceleration. As schools are planning the most effective use for this 8% set aside for reading instruction and acceleration, they should contemplate the use of structured literacy (also known as Science of Literacy) to develop reading instruction and remediation. Please reference the Structured Literacy framework to assist in developing this plan [LINK NEEDED](#)

LEAs are required to utilize **A MINIMUM of EIGHT PERCENT (8%)** of their ARP-ESSER allocation for research-based reading instruction. In this section, describe the course of action to remediate and improve reading gaps through research-based practices.

10. Calculate 8% of LEA Allocation as the **MINIMUM REQUIRED RESERVE** for Reading Improvement for Students. (Calculation will populate when you click the Save button)

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

	Total LEA Allocation	Multiply by 8% (.08)	Minimum Allocation for Reading Improvement
Minimum 8% Reading Improvement Requirement	344,314	8%	27,545

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 used Acadience, iready , K-12 benchmarks fall, winter and spring. Curriculum based assessments and CDT's to progress monitor individual students to provide differentiation of instruction to those students in need. The SASD collected and analyze data from quarterly grades, local assessments, teacher recommendations, and progress monitoring, At the elementary, we used Acadience, IReady, and quarterly grades. At the intermediate and middle schools, we used IReady and quarterly grades. At the high school level we will use CDTs and quarterly grades to progress monitor and close the learning gap. Each school will focus in the areas of Math and ELA. The results indicate the focus should be with students with disabilities and economically disadvantaged students.

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 district does progress monitoring 3 times a year. Beginning, mid-year, and end of year. January will be our mid-year progress monitoring for this year. Our results are pending to see the results due to the pandemic. Using the 2019 PVAAS growth and achievement chart grades 5-8 indicate well below in reading and math. In grades 4, ELA is below and math is on target.

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
Hegarity Training	K-2	35
Enhanced Core Reading Instruction	K-3	35

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
REWARDS	Children with Disabilities	80	explicit systematic short term literacy intervention; researched based for adolescents
preteaching	Children with Disabilities	50	preteaching of reading skills in small groups prior to whole group instruction
read naturally	Children with Disabilities	75	researched based reading intervention program; designed to improve reading fluency using three main strategies which are repeated reading of texts, teacher model story reading, and systematic monitoring of student progress by student and teacher
			Depending upon the

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
reteaching	Children from Low-Income Families	320	direct needs of the student we are using Heggerty, Pals, GAtes, wonderworks, Foundations, Iready, and Road to code are a few of our MTSS interventions

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
Benchmarks	three times a year	End of year benchmark will indicate a year of growth per student

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	344,314	52%	179,043

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
Xtra Math	Children from Low-Income Families	960	online math fact fluency programs that helps students with recall of math facts and automaticity of their basic math facts
character lessons	Children from Low-Income Families	720	character education online lessons from Edgenuity is designed to promote students' knowledge about core character education values and, through that knowledge, shape children's positive behaviors and support academic success
exercise mangement	Children from Low-Income Families	720	exercise management is a prevention strategy that could be useful in managing and minimizing the effects of COVID 19. Our physical education classes include cardio and weight training. We will enhance these offerings with additional equipment and maintain existing equipment for classroom use.

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
Study Island	three times a year	students will show a year or more of growth in the area of LEA and Math
Acadience	three times a year	students will show a year or more of growth in the area of LEA
i ready benchmarks	three tiems a year	students will show a year or more of growth in the area of LEA and Math
study island	three timea a year	students will show a year or more of growth in the area of LEA
CDT's	three times a year	Students will increase score by one level: below basic to basic, basic to proficient. Proficient is the goal for all. However, we would like to increase proficient to advanced annually by 5% of this population at beginning of year compared to end of year..

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

\$344,314.00

Allocation

\$344,314.00

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)

103,294

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$24,000.00	Edgenuity 6-12 character education fo three years
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$47,500.00	Consultant for trauma informed and SEL for three year plan
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$5,355.00	Subtitutes for meeting and trainingd tied to SEL/trauma plan
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$22,535.00	Maintain 7 mindset SEL curriculum platform (K-12)

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$2,335.00	Subtitutes for meeting and trainingd tied to SEL/trauma plan
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$1,569.00	professional development -training workshop modules for SEL and trauma informed plan
		\$103,294.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$344,314.00

Allocation

\$344,314.00

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)

34,431

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$34,431.00	Consultant cost for SEL and Trauma informed trainings
		\$34,431.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$344,314.00

Allocation

\$344,314.00

Budget Over(Under) Allocation

\$0.00

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

27,545

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$4,960.00	Heggerity videos
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$22,585.00	Rewards platform-reading intervention program through content subject areas; resources needed
		\$27,545.00	

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	34,431,400	10,329,400	3,443,100	2,754,500	17,904,400

Learning Loss Expenditures

Budget

\$344,314.00

Allocation

\$344,314.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$1,650.00	Xtra Math license for k-8 grades for three years
1100 - REGULAR			

Function	Object	Amount	Description
PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$12,000.00	Kids masks for busses for 3 years
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$11,386.00	cardi weight room for physical education classes: Rogue-45 lb Ohio Power bar- ceakote (2), Rogue- monster collegiate half racks (2), Body solid leverage squat and calf raise, Adjustabel bench (2), Plate loaded ISO - lateral hoeizontal Bench press , Umax U2 polyurethane plates (6-45lb, 4-25 lbs, 4-10 lb, 4- 2.2 1bs)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$99,010.00	chromebooks for 1 :1 student learning
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$37,084.00	Study island platform grades 9-12
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$16,564.00	supplies to maintain the cardio room (treadmills/bicycles) such that physical education classes can continue to use this classroom space for exercise to enhance wellness physically and mentally
1100 - REGULAR			

Function	Object	Amount	Description
PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$1,350.00	Grammar 101 licenses for next three years
		\$179,044.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

\$344,314.00

Allocation

\$344,314.00

Budget Over(Under) Allocation

\$0.00

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$5,355.00	\$2,335.00	\$47,500.00	\$0.00	\$0.00	\$253,124.00	\$0.00	\$308,314.00
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	\$36,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$36,000.00
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	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$5,355.00	\$2,335.00	\$83,500.00	\$0.00	\$0.00	\$253,124.00	\$0.00	\$344,314.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$344,314.00