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	13% of stakeholder responses on our ARP ESSER III Survey given in October, 2021 indicated a need for additional Social Emotional Learning supports. In ESSER II we allocated funds for the 2021-2022 school year and the 2022-2023 school year to have CARON foundation provide additional student groups five days per week in our district. With ARP ESSER III we will continue these additional supports from CARON foundation through the 2023-2024 school year.
Professional Development for Social and Emotional Learning	During Tulpehocken United Committee meetings during the 2020-2021 school year Professional Development on understanding the social-emotional needs of all students was identified as an area of need. At the start of the 2021-2022 school year, Dr. Adolph Brown spoke as a keynote. The feedback from staff, faculty, and board members who attended was overwhelmingly positive. With the available funding for SEL professional development, we would like to continue our work with Dr. Adolph Brown during the 2021-2022 and/or 2022-2023 school year.
Reading Remediation and Improvement for Students	PVAAS data shows that students with disabilities and economically disadvantaged students historically at the junior high level do not meet growth and achievement targets. For this reason, additional Leveled Literacy Intervention (LLI) Reading Kits will be purchased for the Reading Specialist and Learning Support teachers to have the needed resources to provide remedial instruction.
Other Learning Loss	PVAAS data shows that students with disabilities and economically disadvantaged students historically do not meet growth and achievement targets. For this reason, additional training will be provided for both regular and special education teachers in structured literacy instruction. In addition, additional reading materials will be purchased to support these programs.

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 with Disabilities	Reading Remediation and Improvement	Leveled Literacy Intervention-increase in levels of reading from start to end of intervention (Tier 1)
Children from Low-Income Families	Reading Remediation and Improvement	Leveled Literacy Intervention-increase in levels of reading from start to end of intervention (Tier 1)
Children with Disabilities	Social and Emotional Learning	Participation in small groups on various SEL topics provided by CARON foundation.
Children from Low-Income Families	Social and Emotional Learning	Participation in small groups on various SEL topics provided by CARON foundation.
Major Racial or Ethnic Groups	Social and Emotional Learning	The participation rate of staff in professional development on how to support the various needs of all students.
Children with Disabilities	Reading Remediation and Improvement	Participation of teachers in structured literacy instruction professional development.
Children from Low-Income Families	Reading Remediation and Improvement	Participation of teachers in structured literacy instruction professional development.

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	147,967	30%	44,390

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.

13% of stakeholder responses on our ARP ESSER III Survey given in October 2021 indicated a need for additional Social Emotional Learning supports. In ESSER II we allocated funds for the 2021-2022 school year and the 2022-2023 school year to have CARON foundation provide additional student groups five days per week in our district. With ARP ESSER III we will continue these additional supports from CARON foundation through the 2023-2024 school year. Support groups will be based upon trends in discipline referrals, referrals to guidance counselors and/or administration, during the 2023-2024 school year.

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
CARON Foundation Support Groups	Children from Low-Income Families	Targeted	54
CARON Foundation Support Groups	Children with Disabilities	Targeted	28
CARON Foundation Support Groups	Major Racial and Ethnic Groups	Targeted	24

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
Participation Rateyear	Annual	The number of students served during the 2023-2024 school year will be greater than the 2018-2019 school year when CARON foundation did not provide support groups five days per week.

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	147,967	10%	14,797

8. Describe the planned professional development activities and how the activity will ensure that teachers/staff are equipped with training/support on the following:
    a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;
    b. Identifying signs of possible mental health issues and providing culturally relevant support;
    c. Motivating students that have been disengaged;
    d. Mentoring students who have attendance issues before it becomes a pattern;
    e. Self-care and mindfulness strategies for teachers;
    f. Engaging and communicating effectively with parents;
    g. 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
b. Identifying signs of possible mental health issues and providing culturally relevant support;	130	Teacher	Dr. Adolph Brown	External Contractor	Learning Objectives1. Learn evidence-based strategies (the Championship Habits of Teaching Excellence) to move 21st Century students from boredom to stardom!2. Transform the culture and climate of your school "from the balcony" on behalf of ALL

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
					student learners.
b. Identifying signs of possible mental health issues and providing culturally relevant support;	5	Counselor	Dr. Adolph Brown	External Contractor	Learning Objectives1. Learn evidence-based strategies (the Championship Habits of Teaching Excellence) to move 21st Century students from boredom to stardom!2. Transform the culture and climate of your school "from the balcony" on behalf of ALL student learners.
b. Identifying signs of possible mental health issues and providing culturally relevant	50	Support Staff	Dr. Adolph Brown	External Contractor	Learning Objectives1. Learn evidence-based strategies (the Championship Habits of Teaching Excellence) to move 21st Century students from boredom to stardom!2.

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
support;					Transform the culture and climate of your school "from the balcony" on behalf of ALL student learners.
b. Identifying signs of possible mental health issues and providing culturally relevant support;	10	Admin	Dr. Adolph Brown	External Contractor	Learning Objectives1. Learn evidence-based strategies (the Championship Habits of Teaching Excellence) to move 21st Century students from boredom to stardom!2. Transform the culture and climate of your school "from the balcony" on behalf of ALL student learners.

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

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Professional Development Evaluation Tool	After PD Session	90% of Faculty, Staff, and Administration who participate in the SEL PD will rate the session at the highest level (4 and 5) on the TASD PD Evaluation Tool.
Participation Rate	After PD Session	80% of all TASD employees will participate in the SEL PD session with Dr. Adolph Brown.

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	147,967	8%	11,837

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?

PVAAS data shows that students with disabilities and economically disadvantaged students historically at the junior high level do not meet growth and achievement targets. For this reason, additional Leveled Literacy Intervention (LLI) Reading Kits will be purchased for the Reading Specialist and Learning Support teachers to have the needed resources to provide remedial instruction.

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:

Overall our PVAAS data indicates that our students with disabilities do not meet growth and achievement targets in the area of ELA.

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
Apple Group Connections 3D OG	K-12	13
Core Knowledge Language Arts-Science of Reading Instruction	K-5	35
Science of Reading Instruction	K-5	35
Dyslexia Pilot Program	K-2	10

14. Describe the evidence-based instructional intervention(s) that address the identified needs of students most disproportionately impacted.

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Apple Group Connections 3D OG	Children from Low-Income Families	40	Connections: OG in3D® is a structured literacy curriculum that systematically teaches the entire structure of the English language for the whole class or intervention. Each lesson provides direct, explicit instruction in the five components of reading, as outlined in the National Reading Panel Report (2000).
Apple Group Connections 3D OG	Children with Disabilities	40	Connections: OG in3D® is a structured literacy curriculum that systematically teaches the entire structure of the English language for the whole class or intervention. Each lesson provides direct, explicit instruction in the five components of reading, as outlined in the National Reading Panel Report (2000).
			Leveled Literacy Intervention (LLI) is a short-term, supplementary, small-group literacy intervention designed to help struggling readers achieve grade-level competency. The intervention provides

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Leveled Literacy Instruction	Children from Low-Income Families	3	explicit instruction in phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing. LLI helps teachers match students with texts of progressing difficulty and deliver systematic lessons targeted to a student's reading ability" (What Works Clearinghouse [WWC], 2017, p. 1).
Leveled Literacy Instruction	Children with Disabilities	28	Leveled Literacy Intervention (LLI) is a short-term, supplementary, small-group literacy intervention designed to help struggling readers achieve grade-level competency. The intervention provides explicit instruction in phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing. LLI helps teachers match students with texts of progressing difficulty and deliver systematic lessons targeted to a student's reading

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			ability" (What Works Clearinghouse [WWC], 2017, p. 1).

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	Benchmark-3 times per year and Progress Monitor- bi weekly	An increase in DIBELS score on a skill that is being progress monitored and overall composite scores
Fountas and Pinnell	Benchmark-2 times per year and Progress Monitor- during lessons	Increase in F and P reading level from BOY to EOY

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	147,967	52%	76,943

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
Apple Group Connections 3D OG	Children from Low-Income Families	40	Connections: OG in3D® is a structured literacy curriculum that systematically teaches the entire structure of the English language for the whole class or intervention. Each lesson provides direct, explicit instruction in the five components of reading, as outlined in the National Reading Panel Report (2000).
Apple Group Connections 3D OG	Children with Disabilities	40	Connections: OG in3D® is a structured literacy curriculum that systematically teaches the entire structure of the English language for the whole class or intervention. Each lesson provides direct, explicit instruction in the five components of reading, as outlined in the National Reading Panel Report (2000).
			Leveled Literacy Intervention (LLI) is a short-term, supplementary, small-group literacy intervention designed to help struggling readers achieve grade-level competency. The

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Leveled Literacy Instruction	Children from Low-Income Families	3	intervention provides explicit instruction in phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing. LLI helps teachers match students with texts of progressing difficulty and deliver systematic lessons targeted to a student's reading ability" (What Works Clearinghouse [WWC], 2017, p. 1).
Leveled Literacy Instruction	Children with Disabilities	28	Leveled Literacy Intervention (LLI) is a short-term, supplementary, small-group literacy intervention designed to help struggling readers achieve grade-level competency. The intervention provides explicit instruction in phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing. LLI helps teachers match students with texts of progressing difficulty and deliver systematic lessons targeted to a

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			student's reading ability" (What Works Clearinghouse [WWC], 2017, p. 1).

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
DIBELS	Benchmark-3 times per year and Progress Monitor- bi weekly	An increase in DIBELS score on a skill that is being progress monitored and overall composite scores
Fountas and Pinnell	Benchmark-2 times per year and Progress Monitor- during lessons	Increase in F and P reading level from BOY to EOY

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

$147,967.00

Allocation

$147,967.00

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)

44,391

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	$45,000.00	Small group support services and SAP evaluations
		$45,000.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

$147,967.00
Allocation

$147,967.00

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)

14,797

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$20,000.00	SEL keynote speaker (2 yrs)
		$20,000.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

$147,967.00

Allocation

$147,967.00

Budget Over(Under) Allocation

$0.00

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

11,838

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	500 - Other Purchased Services	$22,500.00	Multi sensory reading training for 9 staff memberrs
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$16,640.00	Reading intervention materials
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$15,000.00	Multi sensory reading materials
		$54,140.00	

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	147,967	45,000	20,000	54,140	28,827

Learning Loss Expenditures

Budget

$147,967.00
Allocation

$147,967.00

Budget Over(Under) Allocation

$0.00

Budget Overview

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	$17,296.00	Salaries for summer school teachers (2 Years)

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	$11,531.00	Benefits for summer school teachers (2 Years)
		$28,827.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

$147,967.00

Allocation

$147,967.00

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	$0.00	$0.00	$0.00	$0.00	$0.00	$31,640.00	$0.00	$31,640.00
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	$17,296.00	$11,531.00	$0.00	$0.00	$0.00	$0.00	$0.00	$28,827.00
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	$45,000.00	$0.00	$0.00	$0.00	$0.00	$45,000.00
2200 Staff Support Services	$0.00	$0.00	$20,000.00	$0.00	$22,500.00	$0.00	$0.00	$42,500.00
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
	$17,296.00	**$11,531.00**	**$65,000.00**	**$0.00**	**$22,500.00**	**$31,640.00**	**$0.00**	**$147,967.00**
				Approved Indirect Cost/Operational Rate: 0.0000				**$0.00**
				Final				**$147,967.00**