

## 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 Governor Mifflin School District has identified, through Student Assistance Program data, behavior data, and attendance data that the COVID 19 Pandemic has impacted students with trauma. The district has hired a full time social worker and a contracted social worker to provide support to all district students who need thier services, with a focus on middle and high school students. Both social workers will keep data on the number of students they have served, as well as the services they have provided. The district will review that data, along with attendance, behavior, and Student Assistance Program data to meausre the impact of the social workers.
<b>Professional Development for Social and Emotional Learning</b>	The Governor Mifflin School District has seen an uptick in behavior referrals, specifically at the middle school due to the fact that the COVID-19 Pandemic has kept many students out of school and on virtual learning with limited time in actual in-person learning. It has also recieved communications from parents about their concerns around the environment and culture at the middle school. In addition, the district has invested money in middle school teachers to develop a year long SEL curriculum for both 7th and 8th grade students. The team of teachers has provided professional development to their colleagues around this SEL curriculum. The collection of attendance and behavior data is ongoing throughout the school year and is consistently reviewed by the middle school MTSS team. A reduction in behavior referrals and an increase in student attendance will identify the extent of the impact the curriculum has on those two student factors.
	The Governor Mifflin School district has identified through iReady reading and Fountas Pinnell data in grades K-6 that the COVID-19 pandemic has had an impact on student reading. To address this issue, the district has invested in professional learning from the Teacher's College Reading and Writing Institute for all teachers of ELA in grades K-6. In addition, the

	<b>Method used to Understand Each Type of Impact</b>
<b>Reading Remediation and Improvement for Students</b>	district has committed to three reading specialists in each elementary building as well as a reading specialist intern to work with students on gaps that exist in their reading skills and development. The district will hold after school programs and two summer Student Success Academies where students who are two grade levels below in reading will have the opportunity to access whole group, small group, and individual instruction geared toward their specific reading skills and development gaps. iReady reading and Fountas Pinnell data will be used to measure the impact of these reading improvement strategies on students.
<b>Other Learning Loss</b>	The Governor Mifflin School district has identified through iReady math data in grades K-8 that the COVID-19 pandemic has had an impact on student math skills. To address this issue, the district will implement after school programs and two summer Student Success Academies where students who are two grade levels below in math will have the opportunity to access whole group, small group, and individual instruction geared toward their specific math skills and development gaps. iReady math data will be used to measure the impact of these math improvement strategies on students.

**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.

<b>Student Group</b>	<b>Area of Impact</b>	<b>Provide specific strategies that were used or will be used to identify and measure impacts</b>
Children from Low-Income Families	Social and Emotional Learning	New SEL curriculum implemented at the middle school with grades 7 and 8 Addition of two social workers to serve students who have experienced trauma Both of these strategies will be measured by Student Assistance Data, Behavior Data, and Attendance Data
		Professional learning from the Teacher's College Reading and

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
English Learners	Reading Remediation and Improvement	<p>Writing Institute for all teachers of ELA in grades K-6. Three reading specialists in each elementary building as well as a reading specialist intern to work with students on gaps that exist in their reading skills and development. After School Programs and Student Success Academy where students who are two grade levels below in reading will have the opportunity to access whole group, small group, and individual instruction geared toward their specific reading skills and development gaps. iReady reading, Fountas Pinnell, and WIDA data will be used to measure the impact of these reading improvement strategies on students.</p>
Children with Disabilities	Reading Remediation and Improvement	<p>Professional learning from the Teacher's College Reading and Writing Institute for all teachers of ELA in grades K-6. Three reading specialists in each elementary building as well as a reading specialist intern to work with students on gaps that exist in their reading skills and development. After School Programs and a Student Success Academy where students who are two grade levels below in reading will have the opportunity to access whole group, small group, and individual instruction geared toward their specific reading skills and development gaps.</p>

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		iReady reading and Fountas Pinnell data will be used to measure the impact of these reading improvement strategies on students.
Children from Low-Income Families	Reading Remediation and Improvement	Professional learning from the Teacher's College Reading and Writing Institute for all teachers of ELA in grades K-6. Three reading specialists in each elementary building as well as a reading specialist intern to work with students on gaps that exist in their reading skills and development. After School Programs and a Student Success Academy where students who are two grade levels below in reading will have the opportunity to access whole group, small group, and individual instruction geared toward their specific reading skills and development gaps. iReady reading and Fountas Pinnell data will be used to measure the impact of these reading improvement strategies on students.
Children from Low-Income Families	Other Areas of Learning Loss	After school programs and two summer Student Success Academies where students who are two grade levels below in math will have the opportunity to access whole group, small group, and individual instruction geared toward their specific math skills and development gaps. iReady math data will be used to

<b>Student Group</b>	<b>Area of Impact</b>	<b>Provide specific strategies that were used or will be used to identify and measure impacts</b>
		measure the impact of these math improvement strategies on students.

**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>	229,698	30%	68,909

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.

Student Assistance Program data - This data will provide us with specific information on student needs in terms of social and emotional needs, as well as drug and alcohol use so we can improve the programming and services offered to address such needs. Behavior data - This data will provide us with the information we need to understand the behaviors students are exhibiting so we can improve the programming and services offered to improve behavior. Social workers data - The number of students they have served, as well as the services they have provided. This data will provide us with information the district can use to improve the programming and services offered.

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
Daily Middle School SEL Lessons for Students in Grades 7 and 8	Children from Low-Income Families	Universal	300
Social Worker Access	Children from Low-Income Families	Universal	100

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
Student Behavior Data	Weekly	A reduction of student behavior referrals by at least 10%
Social Worker Data	Monthly	A reduction in the number of students who need to access the social worker by at least 10%
Student Assistance Program Data	Bi-Weekly	A reduction in the number of students referred to SAP by 10%

**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>	229,698	10%	22,970

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;	40	Teacher	Teacher Team	Internal Staff	Middle School Teachers will receive professional development on the new Social Emotional Learning Curriculum that will be utilized in grades 7 and 8 Flex Time. Teachers will learn about the topics of the

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
					curriculum and how to implement it with the students.
e. Self-care and mindfulness strategies for teachers;	50	Teacher	HR Generalist	Internal Staff	Teachers will learn self-care and mindfulness through various activities such as meditation and yoga.

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
Teacher Referrals for Student Behavior	Weekly	A reduction of the number of behavior referrals that teachers submit by at least 10%
Teacher Attendance	Monthly	A reduction in the number of teachers who are absent by at least 10%

**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
<b>Minimum 8% Reading Improvement Requirement</b>	229,698	8%	18,376

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?

iReady reading benchmark and Fountas Pinnell data in grades K-6 were used to determine which students were reading below grade level. The data indicated that English Language Learners, Students with Disabilities, and Low Income Students were on average two grade levels or more below their current grade level.

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:

iReady reading benchmark data for individual students shows that at-risk readers are making at least one year's worth of growth regardless of what grade level they are currently on. The diagnostic results uses criterion-referenced grade-level placements to give teachers insight into the instructional strengths, areas of need, and annual growth expectations for each student. The diagnostic results report gives a clear view of progress toward proficiency and annual growth expectations across a class and for each student Teachers use this report to

answer:How is an individual student progressing toward their growth measures?How is an individual student progressing toward grade-level proficiencyHow do I plan my differentiated instruction and identify the right resources to best support my students' needs?

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
Teachers College Reading and Writing Project	K-8 General Ed, ESL, and Special Education	200

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
After School and Summer Programming	Children from Low-Income Families	300	Reading Specialists and teachers in grades K-6 and ELA teachers in grades 7 and 8 will provide one on one instruction based on individual student gaps Identified by iReady and F&P assessments.
After School and Summer Programming	Children with Disabilities	100	Reading Specialists and teachers in grades K-6 and ELA teachers in grades 7 and 8 will provide one on one instruction based on individual student gaps Identified

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			by iReady and F&P assessments.
After School and Summer Programming	English Learners	40	Reading Specialists and teachers in grades K-6 and ELA teachers in grades 7 and 8 will provide one on one instruction based on individual student gaps Identified by iReady and F&P assessments.

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
iReady Reading	3x per year	65% (building average) of students will meet Ready reading typical growth expectations 100% or greater by the end of the 2021-2022 SY showing 1 or more year's growth in reading.
Fountas and Pinnell	2x per year	5% of all student groups K-4 (including economically disadvantaged students) will achieve one years worth of growth and/or meet end of year grade level expectations on the Fountas and Pinnell Assessment.

**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>	229,698	52%	119,443

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
After School and Summer Programming	Children from Low-Income Families	300	Teachers in grades K-6 and math teachers in grades 7 and 8 will provide one on one instruction based on individual student gaps Identified by the iReady Math benchmark assessment.
Aftreer School and Summer Programming	Children with Disabilities	100	Teachers in grades K-6 and math teachers in grades 7 and 8 will provide one on one instruction based on individual student gaps Identified by the iReady Math benchmark assessment.

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
After School and Summer Programming	English Learners	40	Teachers in grades K-6 and math teachers in grades 7 and 8 will provide one on one instruction based on individual student gaps Identified by the iReady Math benchmark assessment.

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
iReady Math Benchmark Assessment	3x per year	65% (building average) of students will meet Ready Math typical growth expectations 100% or greater by the end of the 2021-2022 SY showing 1 or more year's growth in math.

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

Social and Emotional Learning Budget

**Budget**

\$229,698.00

**Allocation**

\$229,698.00

**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)

68,909

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$68,909.00	Social Worker salaries
		<b>\$68,909.00</b>	

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

Social and Emotional Learning Professional Development Budget

**Budget**

\$229,698.00

**Allocation**

\$229,698.00

**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)

22,970

Budget Summary

Function	Object	Amount	Description
2800 - Central Support Services	300 - Purchased Professional and Technical Services	\$22,970.00	Staff Mental Health Services
		<b>\$22,970.00</b>	

**Section: Budget - Reading Improvement Budget**

Reading Improvement Budget

**Budget**

\$229,698.00

**Allocation**

\$229,698.00

**Budget Over(Under) Allocation**

\$0.00

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

18,376

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$18,376.00	Reading Specialists 2023-2024
		<b>\$18,376.00</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>	229,698	68,909	22,970	18,376	119,443

**Learning Loss Expenditures**

**Budget**

\$229,698.00

**Allocation**

\$229,698.00

**Budget Over(Under) Allocation**

\$0.00

Budget Overview

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$119,443.00	Summer Success Academy
		<b>\$119,443.00</b>	



**Section: Budget - Budget Summary**

**BUDGET OVERVIEW**

**Budget**

\$229,698.00

**Allocation**

\$229,698.00

**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	\$18,376.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$18,376.00
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	\$119,443.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$119,443.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher								

	<b>100 Salaries</b>	<b>200 Benefits</b>	<b>300 Purchased Professional and Technical Services</b>	<b>400 Purchased Property Services</b>	<b>500 Other Purchased Services</b>	<b>600 Supplies 800 Dues and Fees</b>	<b>700 Property</b>	<b>Totals</b>
<b>Education Programs</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1800 Pre-K</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2000 SUPPORT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2100 SUPPORT SERVICES – STUDENTS</b>	\$68,909.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$68,909.00
<b>2200 Staff Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2300 SUPPORT SERVICES – ADMINISTRATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2400 Health Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2500 Business Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2600 Operation and Maintenance</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2700 Student Transportation</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2800 Central Support Services</b>	\$0.00	\$0.00	\$22,970.00	\$0.00	\$0.00	\$0.00	\$0.00	\$22,970.00
<b>3000 OPERATION OF NON-INSTRUCTIONAL SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3100 Food Services</b>	\$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>\$206,728.00</b>	<b>\$0.00</b>	<b>\$22,970.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$229,698.00</b>
<b>Approved Indirect Cost/Operational Rate: 0.0000</b>								<b>\$0.00</b>
<b>Final</b>								<b>\$229,698.00</b>