ARP ESSER Learning Loss Set Aside

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	ESASD has created a district structure to provide a consistent presentation of our MTSS plan. We have also created a district MTSS handbook to ensure all of our staff have a clear understanding of how we will implement our MTSS program at the classroom level. This will be in conjunction with our commitment to our Wellness Wednesday program mentioned above. We will monitor our school discipline, attendance, and grades closely to see if our efforts are bearing fruit.
Professional Development for Social and Emotional Learning	Surveys, teacher anecdotal feedback on use of Ripple Effects and our Wellness Wednesdays will help us identify professional development needs. ESASD will also analyze data from our Sapphire Early Warning System to identify and understand the needs and impacts of PD for social-emotional learning.
Reading Remediation and Improvement for Students	The East Stroudsburg Area School District (ESASD) intends to use benchmark testing to determine the current state of students' reading achievement, and identify areas for improvement as well as students' individual needs. We will be using CDT's, NWEA testing, Acadience, and specific benchmark tests associated with our specific reading programs used. These tests will be utilized multiple times throughout the year to identify any areas students are deficient. Resulting data will be utilized to plan overall school improvement plans, as well as specific student plans for recovery.
Other Learning Loss	ESASD will use benchmark testing to determine impacts on other learning loss, and identify areas for improvement as well as students' individual needs. We will be using CDT's, NWEA testing, Acadience, and specific benchmark tests associated with our curricular materials. These tests will be utilized multiple times throughout the year to identify any areas students are deficient. Resulting data will be utilized to plan overall school improvement plans, as well as specific student plans for recovery.

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	Other Areas of Learning Loss	Students' academic levels will be accessed using benchmark testing tools. Results will be analyzed by the student's staff. Implementation of district wide universal MTSS program integrated with our student information system to give us advanced warning of students struggling with attendance, grades, and social emotional issuesVarious data points (attendance, grades, discipline) will be closely monitored and analyzed regularly with report-outs to the Superintendent on a quarterly basis. Implementation of SAP will be used for identified students.
		Implementation of district wide universal MTSS program integrated with our student information system to give us advanced warning of students struggling with attendance, grades, and social emotional issues.Enhanced use of SWPBS to reward students' good attendance efforts with articles, prizes, and activities they find valuable. Wellness Wednesdays: district implementation of SEL related

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Children with Disabilities	Other Areas of Learning Loss	activities for all students as a scheduled portion of their day.We have an accelerated method of returning remote/cyber students who do not attend to their academics on a solid regular basis. Various data points (attendance, grades, discipline) will be closely monitored and analyzed regularly with report-outs to the Superintendent on a quarterly basis. Implementation of SAP will be used for identified students
English Learners	Other Areas of Learning Loss	ESASD will continue to utilize and expand translation services to better serve all students and families of our district.Implementation of district wide universal MTSS program integrated with our student information system to give us advanced warning of students struggling with attendance, grades, and social emotional issues.Enhanced use of SWPBIS to reward students' good attendance efforts with articles, prizes, and activities they find valuable. Wellness Wednesdays: district implementation of SEL related activities for all students as a scheduled portion of their day.Various data points (attendance, grades, discipline) will be closely monitored and analyzed regularly with report-outs to the

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		Superintendent on a quarterly basis. We will survey parents and students at ESL related school events on the level of satisfaction of communication efforts.Implementation of SAP will be used for identified 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
Minimum 30% SEL Requirement	791,190	30%	237,357

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.

Data Sources used to identify social and emotional needs of students include: school climate surveys, teacher anecdotal feedback, Sapphire early warning system, findings and data from SAP & MTSS teams, data provided by counseling groups facilitated by Carbon-Monroe-Pike Drug & Alcohol Commission, and anecdotal data from our school psychologists.Data indicates that our areas of strength are that our students feel safe and happy in school, they feel their teachers care about them, and they feel that they have ample opportunities to be involved in school and extracurricular activities. Areas of need for improvement and growth include conflict-resolution strategies, student engagement, positive behavior supports, increasing

dialogue with students around SEL topics, and implementation of additional SEL supports and interventions.

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
MTSS	Children from Low-Income Families	Universal	3,719
MTSS	Children with Disabilities	Universal	1,185
MTSS	English Learners	Universal	96
SWPBIS	Children from Low-Income Families	Universal	3,719
SWPBIS	Children with Disabilities	Universal	1,185
SWPBIS	English Learners	Universal	96
Ripple Effects	Children from Low-Income Families	Universal	3,719
Ripple Effects	Children with Disabilities	Universal	1,185
Ripple Effects	English Learners	Universal	96
After-school SEL interventions provided by school nurses, school psychologists and therapists	Children with Disabilities	Targeted	50
2 Week summer program for students			

Program Activity	Student Group	Type (Universal, Targeted, Intensive)	Number of Students Served
entering Grade 6 to include team building, SEL and academic supports (study skills, time-management, reading, math)	Children from Low-Income Families	Targeted	240

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
Sapphire behavior reports	weekly	less significant behavior incidents
Attendance	daily	increase for identified groups
Student grades	quarterly	less students in danger of being retained
School climate survey	end of year	improvement over beginning of year survey in targeted areas

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	791,190	10%	79,119

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
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	22	Teacher	Richard Caron Foundation	External Contractor	SAP Training
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	165	Support Staff	Dr. Melissa Sadin	External Contractor	Full day training in creating a trauma sensitive school
					Provide

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;	540	Teacher	Coordinators of Social Services	Internal Staff	supplies and resources for teacher wellness rooms, and strategies for self-care and mindfulness
e. Self-care and mindfulness strategies for teachers;	150	Teacher	TBD	External Contractor	Full day training for teachers in teacher wellness/self-care and student SEL supports

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
Sapphire - behavior reports	monthly	Less significant behavior incidents
Sapphire - student grades	at least quarterly	Less students in danger of being retained
IEP team data & feedback	quarterly	Improved behaviors, academic achievement and increased engagement
Benchmark assessments	2-3x per year	growth towards meeting benchmark standards

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Survey for 6th grade students	2x (before & after summer program)	Improved confidence and less anxiety about moving into the intermediate school. Increased sense of belonging and engagement

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	791,190	8%	63,295

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?

ESASD has established a literacy team that regularly reviews the following assessments to determine learning needs: Acadience, CDTs, NWEA MAPs, curricular benchmark tests. MTSS teams hold data meetings regularly with ELA teachers to analyze the data and identify trends and individual student needs.Need is evidenced in the areas of phonics & phonemic awareness, fluency, and comprehension for our students from low-income families, students

with disabilities, and our English learners.

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:

Our Acadience, NWEA, and PVAAS data indicate that some of our at-risk readers are not making at least a year's worth of growth in one school year.

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
LETRS	K-5	105
Curricula specific for our ELA core materials	K-5	105

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
			Hire additional paraprofessionals to address individual needs by facilitating

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Small-group instruction	Children from Low-Income Families	1,000	targeted groups of students deficient in reading. Interventions will vary, and are utilized according to needs identified by our MTSS team

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

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Acadience Benchmarks	3x per year	Increased percentage of students reaching benchmarks
Acadience Progress Monitoring	2x per month	Consistent student growth toward reading benchmarks
NWEA MAPs	2x per year	Increased percentage of students reaching benchmarks

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			

	Total LEA Allocation	Multiply by 52% (.52)	Maximum Allocation for Other Learning Loss Activities
Learning Loss Activities	791,190	52%	411,419

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 program	Children with Disabilities	50	SEL interventions provided by school nurses, school psychologists & therapists
Transitional Summer Program	Children from Low-Income Families	240	2 Week summer program for students entering Grade 6 and Grade 9 to include team building, SEL and academic supports (study skills, time-management, reading, math)
Small-group instruction	Children from Low-Income Families	100	Hiring additional paraprofessionals to address individual needs
Small-group instruction	Children with Disabilities	100	Hiring additional paraprofessionals to address individual needs

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
Acadience Benchmarks	3x/year	Increased percentage of students reaching reading benchmarks
Acadience Progress Monitoring	2x/month	Consistent student growth toward reading benchmarks
NWEA MAPs	2-3x/year	Increased percentage of students reaching math & ELA benchmarks
CDTs	1-2x/year	Increased growth in math and ELA

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

$791,190.00

Allocation

$791,190.00

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)

237,357

Budget Summary

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	$27,948.00	Summer program for transition to 6th grade
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	$7,194.00	Summer program for transition to 6th grade
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$14,320.00	Ripple Effects SEL program
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$188,000.00	Flexible seating and sensory materials for classrooms
		$237,462.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget
$791,190.00
Allocation
$791,190.00

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)

79,119

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$17,365.00	SAP training & trauma-informed PD
2200 - Staff Support Services	100 - Salaries	$22,500.00	Summer SEL professional development stipend
2200 - Staff Support Services	200 - Benefits	$5,625.00	Summer SEL professional development stipend
2200 - Staff Support Services	600 - Supplies	$35,000.00	Self-care & mindfullness, teacher-wellness
		$80,490.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

$791,190.00

Allocation

$791,190.00

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Budget Over(Under) Allocation

$0.00

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

63,295

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$124,122.00	Additional paraprofessionals to provide reading remediation
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$157,132.00	Additional paraprofessionals to provide reading remediation
		$281,254.00	

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	791,190	237,462	80,490	281,254	191,984

Learning Loss Expenditures

Budget

$791,190.00
Allocation

$791,190.00

Budget Over(Under) Allocation

$0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$75,602.00	Additional paraprofessions to support small group math instruction & interventions

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$95,158.00	Additional paraprofessions to support small group math instruction & interventions
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$21,224.00	Supplemental math resources and interventions
		$191,984.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

$791,190.00

Allocation

$791,190.00

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	$294,882.00	$157,132.00	$0.00	$0.00	$0.00	$223,544.00	$0.00	$675,558.00
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	$27,948.00	$7,194.00	$0.00	$0.00	$0.00	$0.00	$0.00	$35,142.00
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	$22,500.00	$5,625.00	$17,365.00	$0.00	$0.00	$35,000.00	$0.00	$80,490.00
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
	$345,330.00	**$169,951.00**	**$17,365.00**	**$0.00**	**$0.00**	**$258,544.00**	**$0.00**	**$791,190.00**
				Approved Indirect Cost/Operational Rate: 0.0000				**$0.00**
				Final				**$791,190.00**