

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	To address Social and Emotional Learning, our school district wants to utilize social work services from our local Intermediate Unit. Throughout the pandemic, our staff have found many students lacked in self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. This was found during IEP meetings, teacher observations, and meetings with guidance counselors. The use of a social worker will help target students with these concerns and provide individualized appropriate social and emotional supports. The school district will continue to monitor growth of SEL with social worker services. Additionally, data will continued to be collected so referrals for Social Work services to address SEL concerns.
Professional Development for Social and Emotional Learning	To address Professional Development for Social and Emotional Learning within our district, we have reviewed our current programs and training we have received before and during the pandemic. After review, only a small percentage of our staff have received training in anything SEL related and that program is Botvin Life Skills. That stated, our local Intermediate Unit has SEL Professional Development opportunities for all staff and we plan to utilize them with the Set-Aside funding. Our staff need SEL awareness and implementation. The district is also planning to talk to presenters/speakers who specialize in SEL to provide further training in this area. Staff will be surveyed in specific SEL areas they need trained in and will evaluate each session.
Reading Remediation and Improvement for Students	When reviewing and auditing our curriculum before and during the pandemic, we discovered we are lacking in Tier 3 reading supports. That stated we are planning to target students in these areas by utilizing Wilson Reading System and start the process of using the MTSS approach with reading, with fidelity, at our Elementary school. Because the school district has a high number of students with disabilities, low socioeconomic status, and lack of Tier 3 reading supports, we have not been able to best educate our students in the area of reading. We have identified this need

	Method used to Understand Each Type of Impact
	by auditing and reviewing our curricular resources with teachers and obtained input during Curriculum Council meetings. This grant will help fund these resources needed to improve our reading remediation and improvement.
Other Learning Loss	Central Greene School District has reviewed student grades in our current student information system and will continue to do so. As a result of the pandemic, many students have not performed well academically as they have prior to the pandemic. About 130 students in grades 7-12 and 114 in grades K-6 are currently enrolled in our summer school program mostly due to not earning passing grades during the 2020-2021 school year. An online application was sent to parents at the conclusion of the 2020-2021 school year to inform parents/guardians about the opportunity to participate in a summer school program. The school is also utilizing data from local and state assessments and will compare them to upcoming school years to identify areas of need and learning loss. Recently, a stakeholder survey was sent to parents to get their input on lost instructional time, instructional quality, and engagement during the pandemic.

Documenting Disproportionate Impacts

- Identify the student groups in the LEA that faced particularly significant impacts from the pandemic in the areas of Social and Emotional Learning, Reading Remediation and Improvement, or any other areas of learning loss that the LEA will address with this funding source. For each, provide specific strategies that were used or will be used to identify and measure impacts.

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Children from Low-Income Families	Reading Remediation and Improvement	Our district will be using at-risk models including records in academics, attendance, behavioral, and benchmarking data to measure impacts.
Children with Disabilities	Reading Remediation and Improvement	Our district will be using at-risk models including records in academics, attendance, behavioral, and benchmarking data to measure impacts. In addition, Our district will monitor growth within Tier 3

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		reading programs and MTSS as well as IEP Goal growth.
Children from Low-Income Families	Other Areas of Learning Loss	Our district will be using at-risk models including records in academics, attendance, behavioral, and benchmarking data to measure impacts.
Children with Disabilities	Other Areas of Learning Loss	Our district will be using at-risk models including records in academics, attendance, behavioral, and benchmarking data to measure impacts.
Children with Disabilities	Social and Emotional Learning	Our district will continue monitoring the SEL growth of students with social work services through IEP goals and progress. Through the Evaluation and Reevaluation processes, SEL needs will be identified.

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	221,344	30%	66,403

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.

Since this will be used for students with disabilities as they have been identified as the group most in need, we will use data from Evaluation Reports, Reevaluation Reports, Teacher Observations, Counselor Observations, IEP goal data, and parental input. One area of strength include we are already utilizing a social worker to assist in implementing SEL approaches with students with disabilities as required in their IEPs. We will evaluate the efficacy of the SEL student needs during IEP meetings and IEP Goal progress reports, Specially Designed Instruction, and related services.

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
Social Work Services	Children with Disabilities	Targeted	347

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
Evaluation/Reevaluation Reports	At least once every 2-3 years	As students with disabilities are evaluated/reevaluated every 2-3 years, we expect students to not require SEL social work services after receiving such services in this plan.
IEP Goal Data	Quarterly	As the IEP team reconvenes on at least an annual basis, we expect to see growth in SEL Goals and Short Term objectives with the overall goal of developing strong SEL skills in students with disabilities.
Staff Observations	Ongoing	Staff will collect data and observations on and will share any SEL progress with identified students. The expected results are students will demonstrate their SEL skills in all school environments.
Parental Input	At IEP meetings and parent meetings	Parents will report data and observations with the IEP team regarding their child's growth in SEL skills in the home environment. The expected

Tool Used to Evaluate Success	Frequency of Use	Expected Results
		results are students will demonstrate their SEL skills in the home and community.

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	221,344	10%	22,134

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;	123	Teacher	Intermediate Uni1 1	External Contractor	Identify signs of possible mental health issues/motivating students who have become disengaged/self care management for staff/engaging and communicating effectively with parents
b. Identifying signs of possible mental health issues and providing culturally relevant support;	20	Support Staff	Intermediate Unit 1	External Contractor	Identify signs of possible mental health issues/motivating students who have become disengaged/self care management for staff/engaging and communicating effectively with parents
b. Identifying signs of					Identify signs of possible mental health issues/motivating students who have

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
possible mental health issues and providing culturally relevant support;	5	Support Staff	Intermediate Unit 1	External Contractor	become disengaged/self care management for staff/engaging and communicating effectively with parents
b. Identifying signs of possible mental health issues and providing culturally relevant support;	8	Admin	Intermediate Unit 1	External Contractor	Identify signs of possible mental health issues/motivating students who have become disengaged/self care management for staff/engaging and communicating effectively with parents

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
SAP referrals	Reviewed Quarterly and Yearly	With this intervention, we expect to have an increase in the amount of SAP referrals in our district as it will bring

Tool Used to Evaluate Success	Frequency of Use	Expected Results
		awareness.
Social Work Referrals for students with IEPs	Reviewed Quarterly and Yearly	With this intervention, we expect to have an increase in the amount of social work referrals for students with IEPs as it will bring awareness.
Parent Surveys	Sent 1-2 times per year	With this intervention, we plan to see a decrease in the amount of negative parent communications and increase in the amount of positive interactions.
Student Academic and Behavior Data	Reviewed 1-2 times per year	With this intervention, we plan to see improved grades and decreased negative behaviors.

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.

- 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%			

	Total LEA Allocation	Multiply by 8% (.08)	Minimum Allocation for Reading Improvement
Reading Improvement Requirement	221,344	8%	17,708

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?

Currently, our school district utilizes benchmark exams in IXL, PA Core/Keystone Benchmarks, and myView K-5 reading benchmark assessments. We plan to add Wilson Reading benchmark assessments for students needing Tier III supports and Acadience (Dibels) for our K-2 students. All local assessments and student classroom data have indicated we need to boost our reading programs as the pandemic has negatively impacted our growth. In addition, statewide data showed a regression in the area of reading in our district. Students who were targeted most were students from low socioeconomic backgrounds and students with disabilities because as a whole, their attendance decreased dramatically during the pandemic and our entire school was below the statewide averages.

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 data indicates students are still very behind in their reading skills and abilities compared to pre-pandemic students in the same grade levels. For example, many first grade students are being taught skills that were originally introduced in Kindergarten. This needs to be done because the pandemic has prevented students from fully grasping key skills and concepts in prior grades, and we are seeing this in all grade levels. Our teachers have been consulting with each other during Curriculum Council meetings to discover what needs to be taught again as well as resources to address these learning gaps.

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
Wilson Reading 3-Day Introductory Training	K-6 Elementary Special Education Teachers	8
Savvas myView Reading Program based off of the Science of Reading	K-5 Elementary ELA teachers and Special Education Teachers	30

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

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Wilson Reading Program	Children with Disabilities	191	This reading intervention will target up to 191 students with IEPs at our elementary school. The Wilson Reading System is research and scientifically based to improve reading proficiency with Tier III students.
Savvas myView Reading Program	Children from Low-Income Families	651	Savvas myView is a new reading program our school district has implemented starting in the 2021-2022 school year. It is based off the Science of Reading research and model. This is being used for all K-5 students.

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
Academic Performance	Quarterly	We expect all students to improve in their reading skills which will directly result in improved grades.
IEP Goals	Quarterly and at annual meetings	We expect students with IEPs to demonstrate progress with the implementation of the new reading programs.
State and Local Assessment Scores	When administered	We expect all students to improve in all State and Local assessments after the new programs have been implemented.

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	221,344	52%	115,099

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
Hiring a new Kindergarten teacher	Children from Low-Income Families	120	We need to accelerate student growth as much as possible which is why the school district has decided to hire a new kindergarten teacher. By doing this, we are reducing classroom sizes at the kindergarten level and able to better instruct all students by accelerating their growth and preventing further learning loss.
Hiring a new Kindergarten teacher	Children with Disabilities	30	We need to accelerate student growth as much as possible which is why the school district has decided to hire a new kindergarten teacher. By doing this, we are reducing classroom sizes at the kindergarten level and able to better instruct all students by accelerating their growth and preventing further learning loss.

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

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Academic Performance	Quarterly	We expect all Kindergarten students to improve in all academic and skill areas when compared to students during and before the pandemic.
IEP goals	Quarterly and Annually	We expect all Kindergarten students with IEPs to progress in their goals and short term objectives when compared to students during and before the pandemic.
Local Assessments and Benchmarks	3-5 times per year	We expect all Kindergarten students to show higher benchmark levels when compared to students during and before the pandemic with this intervention.

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

\$221,344.00

Allocation

\$221,344.00

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)

66,404

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$66,404.00	Social Work services contracted through our Local IU.
		\$66,404.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$221,344.00

Allocation

\$221,344.00

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)

22,135

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$22,135.00	Social and Emotional Professional Development for K-12 staff. The district will plan to implement SEL development in programs offered by our local Intermediate Unit, SEL Trainers/Presenters, and/or purchase of training materials for staff.
		\$22,135.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$221,344.00

Allocation

\$221,344.00

Budget Over(Under) Allocation

\$0.00

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

17,708

Budget Summary

Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	\$17,708.00	Tiered Reading Intervention Programs.
		\$17,708.00	

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	221,344	66,404	22,135	17,708	115,097

Learning Loss Expenditures

Budget

\$221,344.00

Allocation

\$221,344.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$115,097.00	Additional Kindergarten teacher hired in 2021 to address learning loss and accelerate students.

		\$115,097.00	
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Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

\$221,344.00

Allocation

\$221,344.00

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	\$17,708.00	\$0.00	\$17,708.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$115,097.00	\$0.00	\$88,539.00	\$0.00	\$0.00	\$0.00	\$0.00	\$203,636.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher								

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$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
	\$115,097.00	\$0.00	\$88,539.00	\$0.00	\$0.00	\$17,708.00	\$0.00	\$221,344.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$221,344.00