

## 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>	We will be implementing a K-12 evidenced-based Social-Emotional Learning program in the North East School District for ALL children in the North East School District. Additionally, we will implement a Summer Learning Lab to target and student that has demonstrated academic loss due to COVID--19 through fomrative, summative, and benchmark assessments as well as through progress monitoring.
<b>Professional Development for Social and Emotional Learning</b>	We will provide professional development on Social-Emotional Learning using the CASEL competencies through the Rethink Education platform. We will aslo provide mental wellness opportunites for all staff, as well as opportunities for staff to attend SEL conferences.
<b>Reading Remediation and Improvement for Students</b>	We will implement a Summer Learning Lab to target any student that has demonstrated academic loss due to COVID-19 through formative, summative, benchmark assessments, as well as through progress monitoring. We will utilize our MAP testing to identify students that need additional supports such as LOGIC, digital STAR, and SRA Mastery for tiered intervention and supports.
<b>Other Learning Loss</b>	We will implement a Summer Learning Lab to target any student that has demonstrated academic loss due to COVID-19 through benchmark, PSSA, Keystone assessments as well as through progress monitoring. The Summer Learning Lab will be open to any student in the North East School District.

### Documenting Disproportionate Impacts

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

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Children from Low-Income Families	Social and Emotional Learning	We will be implementing a K-12 evidenced-based Social Emotional Learning program utilizing the CASEL competencies for ALL children. Additionally, we will implement a Summer Learning Lab to address learning loss due to COVID-19.
Children with Disabilities	Reading Remediation and Improvement	We will use LOGIC and SRA mastery to address this target group for K-2 students. We use STAR and Accelerate Reading, and Journeys digital for students K-8.

**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>	165,430	30%	49,629

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.

We will use Rethink Ed platform with pre and post assessments on the CASEL competencies listed below. The Social-Emotional Learning Strategic Planning Team has used the phrase, Maslow before Bloom, to emphasize the importance to SEL and how it fits into our educational framework. What does Maslow before Bloom mean and why is it essential to promoting social and emotional learning? Maslow before Bloom means that our students' basic human needs must be met before students can reach their highest academic potential. In other words, if students are hungry, tired, or scared - then we should ensure we are meeting these needs. We believe that students will be more motivated to achieve academically when they are

healthy, safe, and loved. As we enter the light at the end of this pandemic we must remember that your social-emotional well-being and our students' social and emotional well-being is most important. We must prioritize personal connections, demonstrate relentless care for our students and ourselves, and help develop social and emotional skills before authentic learning can be successful. This is Maslow Before Bloom and one of our district's priorities for years to come. CASEL's SEL Framework5 Core Competencies-Promoting a movement here at North East School District to assist students and support staff through emotional and behavioral needs. The Strategic Team is focusing the CASEL Social-Emotional Framework: The 5 Core Competencies North East will focus on promoting emotional well-being in our students which correlates with the Career Readiness Continuum and the PA Core and Academic Standards. 1. Self-Awareness - understand one's own emotions, thoughts and values 2. Self-Management - manage one's emotions, thoughts, and behaviors 3. Social Awareness - understand the perspectives of others 4. Relationship Skill - establish and maintain health and supportive relationships 5. Responsible Decision-making - ability to make caring and constructive choices Our Strategic Team is working diligently to provide the district with resources for the classroom, prompting a refocus room, as well as providing peer-support groups to ensure we are meeting the needs of each student.

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
Rethink Education		Universal	1,551

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
Rethink Ed On-line Assessment	2	Through Rethink Ed Social-Emotional Learning resource, by integrating SEL into schoolwide practices and instruction, we will facilitate opportunities for students, staff, parents, and partnerships to contribute to positive change within our 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
<b>Minimum 10% SEL PD Requirement</b>	165,430	10%	16,543

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	124	Teacher	Rethink Ed	External Contractor	Rethink Ed platform training

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
the COVID-19 pandemic;					
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	14	Admin	Rethink Ed	External Contractor	Rethink Ed platform training
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	126	Support Staff	Rethink Ed	External Contractor	Rethink Ed platform training
e. Self-care and mindfulness strategies for teachers;	126	Support Staff	CARE	External Contractor	CALM or other program through CASEL/CARE
e. Self-care and mindfulness strategies for teachers;	14	Admin	CARE	External Contractor	CALM or other program through CASEL/CARE
e. Self-care and mindfulness strategies for teachers;	124	Teacher	CARE	External Contractor	CALM or other program through CASEL/CARE

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
g. Working with community agencies to address non-academic needs.	175	Other	Community Agencies	External Contractor	PD on equity, mental health, and SEL.
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	175	Other	SEL PD	Internal Staff	PD on SEL competencies by SEL strategic team.

9. How will the LEA assess the success of the SEL professional development? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Survey	1	Increase in knowledge/skills of professional development activity.
CARES platfor evaluation	2	Self-awareness, knowledge, and reduction in stress.

**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>	165,430	8%	13,234

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?

MAPS, DIBELS, PSSA, progress monitoring, STAR reader, Accelerated Reader, Keystone Exams.

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:

Our MAP testing and DIBELS indicated our students were growing throughout the 20-21 School year. Our PSSA data indicated that students maintained. During the first implementation of DIBELS, our K-2 students showed a decrease in ELA. Our special education students also showed a decrease in ELA scores on PSSA exams. We do not have our spring Keystone exam results at this time.

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
LOGIC	K-2	24
Digital AR	6-8	27

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
LOGIC	Children from Low-Income Families	172	Literacy through Orton-Gillingham for improved competency. NOTE - All students receive LOCIC in grades K-2 (308)
LOGIC	Children with Disabilities	42	Literacy through Orton-Gillingham for improved competency.

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
MAP	3	Increase in academic growth from beginning of the year to the end of the year administration for K-8 students.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
DIBELS	3	Increase in growth from the beginning of the year to the end of the year administration for K-2 students.

**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>	165,430	52%	86,024

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
Summer Learning Lab	Children from Low-Income Families	124	Summer Learning Lab. Five week program for identified students for learning loss; however, any student can attend Summer Learning Lab.

18. How will the LEA assess the success of the learning loss activities? Please identify the tool, frequency of use, and expected results.

<b>Tool Used to Evaluate Success</b>	<b>Frequency of Use</b>	<b>Expected Results</b>
MAP	3	Comparison of MAP results from end of year to the end of year to beginning of year for students enrolled in the Summer Learning Lab.

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

Social and Emotional Learning Budget

**Budget**

\$165,430.00

**Allocation**

\$165,430.00

**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)

49,629

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$48,600.00	Rethink Education K-12 Social Emotional Learning program.
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$586.00	Social work salary for services for SEL.
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$443.00	Social work benefits.
		<b>\$49,629.00</b>	

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

Social and Emotional Learning Professional Development Budget

**Budget**

\$165,430.00

**Allocation**

\$165,430.00

**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)

16,543

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$3,300.00	Substitutes to cover during Professional Development (30 x \$110 per day).
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$1,430.00	Substitute benefits to cover during Professional Development.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$7,500.00	Consults for SEL Professional Learning activities (CALM, Rethink Education, CASEL, CARE)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	\$4,313.00	Travel for SEL Professional Learning training, conference, and activities.
		<b>\$16,543.00</b>	



**Section: Budget - Reading Improvement Budget**

Reading Improvement Budget

**Budget**

\$165,430.00

**Allocation**

\$165,430.00

**Budget Over(Under) Allocation**

\$0.00

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

13,234

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$9,900.00	Digital ELA curriculum k-2 Journey's for Chromebooks.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$689.00	STAR Reader for k-2 students - digital for Chromebooks.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$2,645.00	Accelerated Reader for middle school students for Chromebooks.
		<b>\$13,234.00</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>	165,430	49,629	16,543	13,234	86,024

**Learning Loss Expenditures**

**Budget**

\$165,430.00

**Allocation**

\$165,430.00

**Budget Over(Under) Allocation**

\$0.00

Budget Overview

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$7,413.00	Special education salaries for Summer Learning Lab due to COVID-19.

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$3,122.00	Special Education benefits for Summer Learning Lab.
2300 - SUPPORT SERVICES – ADMINISTRATION	100 - Salaries	\$7,200.00	Summer Learning Lab administrator salary.
2300 - SUPPORT SERVICES – ADMINISTRATION	200 - Benefits	\$3,052.00	Summer Learning Lab administrator benefits.
2400 - Health Support Services	100 - Salaries	\$3,000.00	Salary for nurse for Summer Learning Lab.
2400 - Health Support Services	200 - Benefits	\$1,108.00	Benefits for nurse for Summer Learning Lab.
2700 - Student Transportation	100 - Salaries	\$1,460.00	Salaries for bus drivers for Summer Learning Lab.
2700 - Student Transportation	200 - Benefits	\$621.00	Benefits for bus drivers for Summer Learning Lab.
1000 - Instruction	600 - Supplies	\$2,258.00	Supplies for students for Summer Learning Lab.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$35,842.00	Salaries for teachers and instructional aides for Summer Learning Lab.
1000 - Instruction	200 - Benefits	\$14,667.00	Benefits for teachers and instructional aides for Summer Learning Lab.

Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	\$6,281.00	Supplies for Summer Learning Lab.
		<b>\$86,024.00</b>	

**Section: Budget - Budget Summary**

**BUDGET OVERVIEW**

**Budget**

\$165,430.00

**Allocation**

\$165,430.00

**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	\$14,667.00	\$0.00	\$0.00	\$0.00	\$8,539.00	\$0.00	\$23,206.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$39,142.00	\$1,430.00	\$7,500.00	\$0.00	\$4,313.00	\$61,834.00	\$0.00	\$114,219.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$7,413.00	\$3,122.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,535.00
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	\$586.00	\$443.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,029.00
2200 Staff Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2300 SUPPORT SERVICES – ADMINISTRATION	\$7,200.00	\$3,052.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,252.00
2400 Health Support Services	\$3,000.00	\$1,108.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,108.00
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	\$1,460.00	\$621.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,081.00
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
	\$58,801.00	\$24,443.00	\$7,500.00	\$0.00	\$4,313.00	\$70,373.00	\$0.00	\$165,430.00
<b>Approved Indirect Cost/Operational Rate: 0.0000</b>								<b>\$0.00</b>
<b>Final</b>								<b>\$165,430.00</b>