

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	Students have opportunities throughout the year to reflect in journals about different life skills they used in classes and reflect on strategies they use to support their social-emotional well-being. Folk arts education can help give children the tools and habits of mind to reflect on their own experiences, to listen deeply, to include all voices, and to respect the many different ways of being in the world. Every 7th grade student prepares and delivers a TED Talk style folk arts presentation focusing on one aspect of folk arts learning that they are taking with them from their years at FACTS. All students keep a folk arts portfolio that includes student work and reflections from their entire career at FACTS. In 8th grade, students select artifacts and synthesize their collection to identify a big idea or theme that relates to their social-emotional growth. They support their big idea or theme with evidence from their portfolio.
Professional Development for Social and Emotional Learning	PD for SEL is prioritized around schoolwide approaches to SEL and the need for school staff to be trained on schoolwide programs and approaches (including Qigong, Mind Up, and Responsive Classroom)
Reading Remediation and Improvement for Students	DRA scores are available across each individual student's career at FACTS and are tracked to monitor growth and for teachers to determine areas of strengths and areas for growth. DRA data is aggregated according to the percentage on grade level, percentage below grade level, cohorts/grades, years, and historically underperforming students. Testing is scheduled three times per year. Data is used to determine intervention resources, instructional needs, department goals, and school-wide goals.
Other Learning Loss	IXL Math was introduced this year to collect and determine a baseline for each individual student in grades 2-8. The September 2021 scores are used as baseline data. Students are scheduled to be tested 3 times a year. The K and 1st Grades Math Screeners were introduced this year to collect and determine math skills for each individual student in kindergarten and 1st. This screener is administered 1:1 by teachers to students. Students are scheduled to be tested 3 times a year. The school data team, consisting of school leaders, department heads, and teachers,

	Method used to Understand Each Type of Impact
	is scheduled to review the data to set and monitor school-wide goals. This influences decisions for training and resources. Teachers are trained to use classroom data to guide instruction.

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	Reading Remediation and Improvement	The majority of students are from low income families and FACTS implements a schoolwide Title I program. All students are assessed multiple times a year using universal screeners. Those students who are shown to be performing below grade level expectation are placed in Response to Intervention (RtI) groups. These small groups meet multiple times per week with a teacher to work on specific skills. Progress monitoring is conducted weekly during the RtI cycle.
Children with Disabilities	Other Areas of Learning Loss	Special education teachers will collect baseline data and compare this to the progress made by students with IEPs prior to the school closure. Progress reports will be reviewed and behavioral, academic, and social-emotional goals will be reviewed for progress. After 8 weeks, progress will again be monitored to determine if

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		students were able to recoup any of the progress lost during the closure.

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	188,743	30%	56,623

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 Connectedness Survey: school based survey of student feelings and attitudes about school safety, youth agency, feelings about being cared about and listened to, etc. (currently designed for Grades 5-8, but being adapted for younger grades) + Pennsylvania Youth Survey: survey of Middle School students about their knowledge and attitudes about violence, school climate, substance abuse, depression + RtI: cyclical monitoring: teacher input about students needing extra SEL supports as well as broader issues that may need to be addressed in a class or cohort + Folk Arts Culminating Project (7th grade) and Portfolio (8th grade): Culminating projects requiring students to reflect on their learning over the course of their career at FACTS about the SEL skills and knowledge embedded in cultural communities

and their traditions and the SEL benefits of being within the FACTS community

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
Weekly Qigong Class	Major Racial and Ethnic Groups	Universal	480
Summer SEL Activities	Major Racial and Ethnic Groups	Universal	120

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
Qigong Reflection Sheet	Monthly	Expected results are that students will report increases in their doing/practicing Qigong outside of classtime (number of students practicing Qigong outside of classtime and frequency of their outside of school Qigong practice). Other expected results is that student awareness and understanding of the SEL benefits of Qigong will increase over time.
Teachers track student participation (excellent to needs improvement)	twice per summer session	Expected results are that the number of students with 'needs improvement' effort grades will decrease over the summer, or, throughout the school year.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Student Reflection for each SEL class/club that asks students to report on their developing understanding of SEL as a result of this class/club, their use of SEL skills they developed	once per summer session	Expected results are that student awareness and understanding of SEL and the benefits of applying SEL skills they develop in their lives will increase over time.

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	188,743	10%	18,874

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
e. Self-care and mindfulness strategies for teachers;	70	Teacher	Evosia Wellness	External Contractor	Introduction to Qigong (a traditional Chinese breath and movement meditation practice) as a resource to all staff for their own wellness as well as to inform staff about the Qigong teaching that is being provided to all students.
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	20	Teacher	Mind Up	External Contractor	Virtual introductory course on Mind Up curriculum for instructional staff
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	10	Teacher	Responsive Classroom	External Contractor	Responsive Classroom Institute for 10 staff (five each year). Responsive Classroom is a schoolwide approach to creating positive school culture at FACTS.

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;	20	Teacher	Mind Up	External Contractor	Stipend for additional day of summer PD optional for staff to participate in the Mind Up training (\$200/teacher)

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 of participants on their developing understanding of the SEL benefits of Qigong and also on their current and planned use of Qigong in their classrooms and in their lives	after each PD session	Expected results are that teachers will report increases in their awareness of the SEL benefits of Qigong, and increased use of Qigong in their classroom with students (and use in their own lives).
Survey of participants	after each PD session	Expected results are that teachers will report increases in their awareness of the SEL benefits of Qigong, and increased use of Mind Up strategies and knowledge in their classroom with students (and use in their own lives).

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	188,743	8%	15,099

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?

DRA scores are available across each individual student’s career at FACTS and are tracked to monitor growth and for teachers to determine areas of strengths and areas for growth. DRA data is aggregated according to the percentage on grade level, percentage below grade level, cohorts/grades, years, and historically underperforming students. Testing is scheduled three times per year. Data is used to determine intervention resources, instructional needs, department goals, and school-wide goals. Our students were assessed for reading levels in October. After just 1 month of in-person school, our students show great progress in reading. In October of 2020 only 40% of our students met grade level reading benchmarks. At the end of October 2021, we were at 53% right now. Every grade has higher levels of students reading at grade level presently than in June 2021.

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:

For the last two years in which PSSA data was collected, FACTS Average Growth Index scores by the PDE were 2.75 (2017-19) and 2.50 (2018-19) among our “lowest performing students). Any score over 2.0 represents Significant Evidence that the School exceeded the standard for PA Academic Growth.

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
TCRWP Phonics Program, daylong introductory session	K-2	21
TCRWP Phonics Program Weeklong Institute	K, 1	2

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
WIN/Rtl Small Group	Children from Low-Income Families	100	FACTS teachers create individual Reading and/or Writing progress goals and utilize the following resources to address student needs during the dedicated small group WIN block that is built into the schedule 3 days a week. Phonics, decoding, and/or fluency: Words Their Way, Foundations, Corrective Reading

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			Decoding Grammar, Writing, Spelling: Spelling Mastery, RAZ-KIDS Daily Language Practice, Zaner-Bloser Grammar and Mechanics Vocabulary: Flocabulary Comprehension: Best Practices in Reading, Corrective Reading Comprehension

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
DRA	three times per year	Increase in the percentage of students reading on grade level at all grades

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	188,743	52%	98,146

	Total LEA Allocation	Multiply by 52% (.52)	Maximum Allocation for Other Learning Loss Activities
Activities			

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
WIN/Rtl Small Group	Children from Low-Income Families	100	FACTS teachers create individual mathematics progress goals and utilize the following resources to address student needs during the dedicated small group WIN block that is built into the schedule 3 days a week. (IXL, V-Math)

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
Progress Monitoring	4 times per year	Teachers will create SMART (Specific, Measurable, Attainable, Relevant, Time Based) goals for each student in the program. Students participating in a 40 session program will be evaluated at session 10, 20, 30 and 40.
		Teachers will create SMART (Specific, Measurable, Attainable, Relevant, Time

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Progress Monitoring	2 times per session	Based) goals for each student in the program. Students participating in a 4 week program will be evaluated at the end of week 2 and 4.

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget
 \$188,743.00
Allocation
 \$188,743.00

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)

56,621

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$22,500.00	Qigong Teacher
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$34,123.00	Summer SEL Instrucion
		\$56,623.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$188,743.00

Allocation

\$188,743.00

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)

15,099

Budget Summary

Function	Object	Amount	Description
2000 - SUPPORT SERVICES	300 - Purchased Professional and Technical Services	\$500.00	Qigong PD
2000 - SUPPORT SERVICES	300 - Purchased Professional and Technical Services	\$7,500.00	Responsive Classroom Institute (\$750 per teacher)
2000 - SUPPORT SERVICES	300 - Purchased Professional and Technical Services	\$6,000.00	MInd Up Training
2000 - SUPPORT SERVICES	100 - Salaries	\$4,874.00	extra PD day to our august training optional for SEL
		\$18,874.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget
 \$188,743.00
Allocation
 \$188,743.00

Budget Over(Under) Allocation
 \$0.00

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

15,100

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$15,100.00	Books and curriculum
		\$15,100.00	

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	188,743	56,623	18,874	15,100	98,146

Learning Loss Expenditures

Budget

\$188,743.00

Allocation

\$188,743.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
2000 - SUPPORT SERVICES	100 - Salaries	\$3,126.00	Balance of Cost for Extra PD day for staff during August PD Week for SEL
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$2,789.00	Balance of cost of Summer Programs (non ESY)

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$56,231.00	Afterschool SEL Activities
1400 - Other Instructional Programs – Elementary / Secondary	300 - Purchased Professional and Technical Services	\$36,000.00	Transportation for afterschool programs
		\$98,146.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

\$188,743.00

Allocation

\$188,743.00

Budget Over(Under) Allocation

\$0.00

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$22,500.00	\$0.00	\$0.00	\$15,100.00	\$0.00	\$37,600.00
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	\$93,143.00	\$0.00	\$36,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$129,143.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education	\$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
Programs								
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$8,000.00	\$0.00	\$14,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$22,000.00
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
3200 Student Activities	\$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
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
	\$101,143.00	\$0.00	\$72,500.00	\$0.00	\$0.00	\$15,100.00	\$0.00	\$188,743.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$188,743.00