

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	Review of 2021 PAYS survey. Results will be compared to the data gathered from prior surveys conducted prior to the pandemic. Data review will focus on student perception of the school environment, student mental health and depression, and other problem behaviors within the school district.
Professional Development for Social and Emotional Learning	Review of 2021 PAYS survey. Results will be compared to the data gathered from prior surveys conducted prior to the pandemic. Data review will focus on student perception of the school environment, student mental health and depression, and other problem behaviors within the school district. Data summary will be shared with district staff to determine appropriate professional development steps and training designed to address the social and emotional needs identified in the school district.
Reading Remediation and Improvement for Students	PSSA reading, Keystone literature, and DIBELS data will be reviewed by district administration, Title I staff, and professional staff. Proficiency and benchmarking levels will be compared for scores prior to the pandemic and during the pandemics to determine areas for remediation and improvement for students.
Other Learning Loss	Year over year district assessments and course grades will be compared for individual students prior to the pandemic and after the pandemic. Data review to determine learning loss in multiple curricular areas will allow the district to focus ESSERs / ARP funding in curricular areas that demonstrate the most need.

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	Review of 2021 PAYS survey. Results will be compared to the data gathered from prior surveys conducted prior to the pandemic. Data review will focus on student perception of the school environment, student mental health and depression, and other problem behaviors within the school district.
Children from Low-Income Families	Reading Remediation and Improvement	PSSA reading, Keystone literature, and DIBELS data will be reviewed by district administration, Title I staff, and professional staff. Proficiency and benchmarking levels will be compared for scores prior to the pandemic and during the pandemics to determine areas for remediation and improvement for students.
Children from Low-Income Families	Other Areas of Learning Loss	Year over year district assessments and course grades will be compared for individual students prior to the pandemic and after the pandemic. Data review to determine learning loss in multiple curricular areas will allow the district to focus ESSERs / ARP funding in curricular areas that demonstrate the most need.

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	181,201	30%	54,360

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.

Review of 2021 PAYS survey. Results will be compared to the data gathered from prior surveys conducted prior to the pandemic. Data review will focus on student perception of the school environment, student mental health and depression, and other problem behaviors within the school district. Areas of strength: The Port Allegany School District has a veteran teaching staff with a majority of our professionals having over 10 years experience in the classroom. The district also benefitted from the amount of time both buildings were open for in person instruction during the 2020-2021 school year. Areas of concern: Many students were forced into quarantine on multiple occasions through the course of the pandemic. This limited

the direct, in-person instruction and impacted individual course grades and decreased overall student proficiency on multiple state assessments.

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
Mental Health Counseling Services	Children from Low-Income Families	Universal	905
Social and Emotional Schoolwide Programming	Children from Low-Income Families	Universal	905

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
PAYS Survey	Annual	The district is anticipating improvement in student perception of the school environment, improved student mental health and reduced cases of clinical depression.

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	181,201	10%	18,120

8. Describe the planned professional development activities and how the activity will ensure that teachers/staff are equipped with training/support on the following:
- Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;
 - Identifying signs of possible mental health issues and providing culturally relevant support;
 - Motivating students that have been disengaged;
 - Mentoring students who have attendance issues before it becomes a pattern;
 - Self-care and mindfulness strategies for teachers;
 - Engaging and communicating effectively with parents;
 - Working with community agencies to address non-academic needs.

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other)	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	74	Teacher	Intermediate Unit 9	External Contractor	Teacher training focused on social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic
					Internal staff

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;	74	Teacher	Internal Counselors	Internal Staff	training designed to help employees identify signs of possible mental health issues and to provide culturally relevant support.
c. Motivating students that have been disengaged;	100	Support Staff	Internal Staff	Internal Staff	Administrative and group presentations designed to assist staff to motivate students that were disengaged during the pandemic.
d. Mentoring students who have attendance issues before it becomes a pattern;	15	Admin	Internal Staff	Internal Staff	Professional learning community with shared focus on mentoring students who have attendance issues before it becomes a pattern.
					Self-care and mindfulness

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;	120	Other	External Presenter	External Contractor	strategies to be used by all employees in the district for personal and student wellness.
f. Engaging and communicating effectively with parents;	74	Teacher	Internal Staff	Internal Staff	Best practices for effectively communicating with parents, guardians, and other community members.
g. Working with community agencies to address non-academic needs.	74	Other	External Presenter	External Contractor	Professional development with primary focus on ways to work with community agencies to address non-academic needs of students and staff in the building.

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
		The district will anticipate at

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Post Training Evaluation Tool	Upon completion of activity.	least 80% positive evaluations from all attendees.

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% Reading Improvement Requirement	181,201	8%	14,496

- 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?

PSSA reading, Keystone literature, and DIBELS data will be reviewed by district administration, Title I staff, and professional staff. Proficiency and benchmarking levels will be compared for scores prior to the pandemic and during the pandemics to determine areas for remediation and improvement for students.

- 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:

The forced school closures beginning in March, 2020, the forced quarantining of students that have occurred over the past two school years, and other health mitigation efforts have all negatively impacted student performance in the school district.

13. Has the LEA used structured literacy and/or provided training for K-4, ESL, and Special Education teachers in structured literacy?

No

If so, please identify the training, grade level, and number of teachers involved.

Training	Grade Level / ESL / Special Education	Number of Teachers Trained

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
Phonemic Awareness Instruction	Children from Low-Income Families	500	Students who have difficulty decoding need a focus on phoneme-grapheme and blending automaticity for both real and nonsense words. Teachers are skilled at differentiating instruction based on assessment results.
			Orthography helps

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Phonics Remediation	Children from Low-Income Families	500	students to understand why words are spelled the way they are spelled. Students learn to identify the overlapping features of words including word origin, phoneme-grapheme correspondence, position constraints, and patterns and conventions. This helps them to acquire the alphabetic principle.
Fluency Retention	Children from Low-Income Families	500	Teaching weak readers to activate this process allows them to align the letters to the phonemes in their memory
Enhanced Classroom Vocabulary	Children from Low-Income Families	905	Vocabulary supports reading development and increases comprehension. Students with low vocabulary scores tend to have low comprehension and students with satisfactory or high vocabulary scores tend to have satisfactory or high comprehension scores.

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Comprehension Across the Curriculum	Children from Low-Income Families	905	Comprehension is the ultimate goal of reading. The process of comprehension is both interactive and strategic. Rather than passively reading text, readers must analyze it, internalize it and make it their own. This will be a district focus across all curricular areas.

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
DIBELS	Bi-annual	Number of students determined "at-risk" will decrease 15% using end of year elementary student data.
PSSA	Annual	PSSA ELA proficiency levels will increase 15% in all age groups.

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	181,201	52%	94,225

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
Math Enrichment Programming	Children from Low-Income Families	905	Additional instructional activities beyond the school day for math instruction and remediation.
Reading Enrichment Programming	Children from Low-Income Families	905	Additional instructional activities beyond the school day for reading instruction and remediation.
Family Supports - Credit Recovery Tuition Reimbursement	Children from Low-Income Families	400	Credit reimbursement for families for summer school classes. This will assist students who are in need of course credits to graduate with their peers.

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
		PSSA math proficiency levels

Tool Used to Evaluate Success	Frequency of Use	Expected Results
PSSA Math Assessment Data	Annual	will increase 15% in all age groups.
Keystone Algebra Assessment Data	Annual	Keystone Algebra proficiency levels will increase 15% in all age groups.
PSSA ELA Assessment Data	Annual	PSSA ELA proficiency levels will increase 15% in all age groups.
Keystone Literature Data	Annual	Keystone literature proficiency levels will increase 15% in all age groups.

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

\$181,201.00

Allocation

\$181,201.00

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)

54,360

Budget Summary

Function	Object	Amount	Description
1000 - Instruction	500 - Other Purchased Services	\$35,100.00	Mental health counseling services.
1000 - Instruction	600 - Supplies	\$15,000.00	Costs to purchase social, emotional, mental health districtwide program.
1000 - Instruction	600 - Supplies	\$4,360.00	Materials and supplies to implement social, emotional, mental health districtwide program.
		\$54,460.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$181,201.00

Allocation

\$181,201.00

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)

18,120

Budget Summary

Function	Object	Amount	Description
1000 - Instruction	500 - Other Purchased Services	\$7,600.00	Professional fees for presenters to complete staff training.
1000 - Instruction	600 - Supplies	\$3,000.00	Supplies to be purchased for social, emotional, mental health support professional development.
1000 - Instruction	500 - Other Purchased Services	\$1,500.00	Travel and related expenses to bring in presenters.
1000 - Instruction	100 - Salaries	\$4,000.00	Staff stipends to attend summer trainings.
1000 - Instruction	200 - Benefits	\$2,120.00	Staff benefits to attend summer trainings.

		\$18,220.00	
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Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$181,201.00

Allocation

\$181,201.00

Budget Over(Under) Allocation

\$0.00

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

14,496

Budget Summary

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$3,500.00	Salaries for summer reading camp for students.
1000 - Instruction	200 - Benefits	\$1,600.00	Benefits for summer reading camp for students.
1000 - Instruction	100 - Salaries	\$3,500.00	Salary to provide summer library hours in the district.
1000 - Instruction	200 - Benefits	\$1,500.00	Benefits to provide summer library hours in the district.
1000 - Instruction	600 - Supplies	\$4,496.00	Supplies and materials to provide summer reading camp and summer library hours in the district.

		\$14,596.00	
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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	181,201	54,360	18,120	14,496	94,225

Learning Loss Expenditures

Budget

\$181,201.00

Allocation

\$181,201.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1000 - Instruction	500 - Other Purchased Services	\$14,700.00	Credit recovery tuition reimbursement.
1000 - Instruction	100 - Salaries	\$18,500.00	Salaries for staff to conduct math enrichment programs.

Function	Object	Amount	Description
1000 - Instruction	200 - Benefits	\$6,500.00	Benefits for staff to conduct math enrichment programs.
1000 - Instruction	100 - Salaries	\$18,500.00	Salaries for staff to conduct reading enrichment programs.
1000 - Instruction	200 - Benefits	\$6,500.00	Benefits for staff to conduct reading enrichment programs.
1000 - Instruction	600 - Supplies	\$5,000.00	Technology purchases to be used for learning loss activities and programs.
1000 - Instruction	600 - Supplies	\$12,000.00	Supplies purchases to be used for learning loss activities and programs.
1000 - Instruction	500 - Other Purchased Services	\$12,225.00	Student transportation to attend all learning loss related student programs.
		\$93,925.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

\$181,201.00

Allocation

\$181,201.00

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	\$48,000.00	\$18,220.00	\$0.00	\$0.00	\$71,125.00	\$43,856.00	\$0.00	\$181,201.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
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
	\$48,000.00	\$18,220.00	\$0.00	\$0.00	\$71,125.00	\$43,856.00	\$0.00	\$181,201.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$181,201.00