

## 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
<b>Social and Emotional Learning</b>	For the past year, the administrative team has been focusing on a common understanding of trauma-informed classroom practices to create a safe learning environment in the Nazareth Area School District. As part of our community of practice, we will expand our work with trauma-informed practices into social-emotional learning (SEL) action planning. As a community of practice and a community of learners, the administrative team worked to establish a vision, goals and outlined a plan that focuses on three fundamental areas for the district: Focus Area 1: Beginning the school year by acknowledging staff and providing affirmation of where they are socially and emotionally with the current pandemic and their experiences this past school year (2020-2021). Focus Area 2: Develop a common language, understanding, and vision for social and emotional learning (SEL) in the Nazareth Area School District based on research. Focus Area 3: Translating SEL into building classroom and school community. We will plan for implementing an audit of our current work in SEL as well as collecting data on academic indicators taking into consideration such factors as discipline referrals and attendance. We will also survey students and/or teachers on the effectiveness of the program and the resources needed.
<b>Professional Development for Social and Emotional Learning</b>	For the past year, the administrative team has been focusing on a common understanding of trauma-informed classroom practices to create a safe learning environment in the Nazareth Area School District. As part of our community of practice, we will expand our work with trauma-informed practices into social-emotional learning (SEL) action planning. As a community of practice and a community of learners, the administrative team worked to establish a vision, goals and outlined a plan that focuses on three fundamental areas for the district: Focus Area 1: Beginning the school year by acknowledging staff and providing affirmation of where they are socially and emotionally with the current pandemic and their experiences this past school year (2020-2021). Focus Area 2: Develop a common language, understanding, and vision for social and emotional

	<b>Method used to Understand Each Type of Impact</b>
	learning (SEL) in the Nazareth Area School District based on research. Focus Area 3: Translating SEL into building classroom and school community. We will plan for implementing an audit of our current work in SEL as well as collecting data on academic indicators taking into consideration such factors as discipline referrals and attendance. We will also survey students and/or teachers on the effectiveness of the program and the resources needed.
<b>Reading Remediation and Improvement for Students</b>	The Nazareth Area School District evaluated the results of curriculum-based measures, norm-referenced measures (STAR 360), and standardized testing results for the past four school years. Based on this analysis, areas of student academic successes and challenges in reading were identified. These data will be used to make curricular adjustments to ensure professional staff can address the learning loss appropriately. In addition, student individual performance in reading on standardized tests, curriculum-based measures, norm-referenced assessments (STAR 360), and teacher recommendations were evaluated at the building level by the Response to Instruction and Intervention professional staff. Students underperforming on curriculum-based measures and/or performing below the 45th percentile in reading on STAR 360 universal screener were further evaluated for additional supports. These students were identified and will be provided with additional systematic and explicit instruction in reading beyond the core curriculum by certified teachers.
<b>Other Learning Loss</b>	The remaining funding will be utilized to continue to support the overall ESSER IV plan in the areas of: 1. Provide professional staff with training on trauma-informed mindfulness practices in the K-12 classroom 2. Engage students in mindfulness practices focusing on building students' self-awareness, focus, social interaction skills, empathy, and self-regulation 3. Implement a summer learning program that extends the school year for students in grades K-8. Implement a tutoring service program for students in grades K-12. Implement research-based intervention supports and programs in both reading and math for students in grades K-6

### 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.

<b>Student Group</b>	<b>Area of Impact</b>	<b>Provide specific strategies that were used or will be used to identify and measure impacts</b>

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 results of curriculum-based measures, norm-referenced measures (STAR 360), and standardized testing results for the past four school years. Based on this analysis, areas of student academic successes and challenges in reading were 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
<b>Minimum 30% SEL Requirement</b>	162,202	30%	48,661

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.

For the past year, the administrative team has been focusing on a common understanding of trauma-informed classroom practices to create a safe learning environment in the Nazareth Area School District. As part of our community of practice, we will expand our work with trauma-informed practices into social-emotional learning (SEL) action planning. As a community of practice and a community of learners, the administrative team worked to establish a vision, goals and outlined a plan that focuses on three fundamental areas for the district: Focus Area 1: Beginning the school year by acknowledging staff and providing affirmation of where they are socially and emotionally with the current pandemic and their

experiences this past school year (2020-2021). Focus Area 2: Develop a common language, understanding, and vision for social and emotional learning (SEL) in the Nazareth Area School District based on research. Focus Area 3: Translating SEL into building classroom and school community. We will plan for implementing an audit of our current work in SEL as well as collecting data on academic indicators taking into consideration such factors as discipline referrals and attendance. We will also survey students and/or teachers on the effectiveness of the program and the resources needed.

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
Trauma-Informed Classrooms and Mindfulness practices	Children from Low-Income Families	Universal	1,764

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
Survey	End of year	Teachers will be surveyed to evaluate their perceived benefits of SEL on students' social-emotional wellbeing. The expected result would be teachers perceive students to demonstrate increased self-awareness, attentional capacity, self-regulation, and social skills.
Academic Indicators	Beginning and End of Year results	Discipline referrals and attendance. The expected results would be a decrease in discipline referrals and increased attendance.

**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>	162,202	10%	16,220

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
					The Shanthi Project is a 501(c)(3) education nonprofit

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;	131	Teacher	Shanthi Project	External Contractor	providing evidence-based mindfulness services to schools. An introduction to trauma-informed practices, mindfulness practices for the classroom, and self-care for the classroom teacher.
e. Self-care and mindfulness strategies for teachers;	10	Teacher	Breathe for Change	External Contractor	Breathe For Change program enhances the health and well-being of educators and students. They 200-hour Digital Wellness and SEL Teacher training designed for educators and community leaders inspired to use wellness as a vehicle for healing.

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	End of program	Teachers will be surveyed to evaluate their perceived benefits of SEL on students' social-emotional wellbeing. The expected result would be teachers perceive students to demonstrate increased self-awareness, attentional capacity, self-regulation, and social skills.
Academic Indicators	Beginning and End of Year results	Discipline referrals and attendance. The expected results would be a decrease in discipline referrals and increased attendance.

### **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
<b>Reading Improvement Requirement</b>	162,202	8%	12,976

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?

The Nazareth Area School District evaluated the results of curriculum-based measures, norm-referenced measures (STAR 360), and standardized testing results for the past four school years. Based on this analysis, areas of student academic successes and challenges in reading were identified. These data will be used to make curricular adjustments to ensure professional staff can address the learning loss appropriately. In addition, student individual performance in reading on standardized tests, curriculum-based measures, norm-referenced assessments (STAR 360), and teacher recommendations were evaluated at the building level by the Response to Instruction and Intervention professional staff. Students underperforming on curriculum-based measures and/or performing below the 45th percentile in reading on STAR 360 universal screener were further evaluated for additional supports. These students were identified and will be provided with additional systematic and explicit instruction in reading beyond the core curriculum by certified teachers.

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:

The Nazareth Area School District will use PVAAS, where available, as well as STAR 360 assessments in early literacy and reading to monitor student progress in reading.

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
Colonial IU 20 Structured Literacy Structured Literacy: explicit teaching that focuses on phonological awareness, word recognition, phonics and decoding	K-6	164

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
Lexia	Children from Low-Income Families	1,750	Lexia is a web-enabled literacy program that focuses on phonemic awareness, phonics, fluency, vocabulary, and comprehension through explicit, systematic, and structured practice.

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
STAR 360 Reading and Early Literacy Assessment	3 to 4 times per year	Students demonstrate growth in percentile rank and called score on the STAR 360 benchmark assessments.

**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>	162,202	52%	84,345

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 Intervention (TBD)	Children from Low-Income Families	1,750	The identification of a systematic and structured math intervention program that enable children to develop both a deep understanding of number sense and number relationships, and fluency in math facts and fractions.

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
		Students demonstrate growth

Tool Used to Evaluate Success	Frequency of Use	Expected Results
STAR 360 Math Assessment	3 to 4 times per year	in percentile rank and called score on the STAR 360 benchmark assessments.

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

Social and Emotional Learning Budget

**Budget**  
 \$162,202.00  
**Allocation**  
 \$162,202.00

**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)

48,661

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$48,661.00	Shanthi Project Costs - K-4 Classrooms
		<b>\$48,661.00</b>	

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

Social and Emotional Learning Professional Development Budget

**Budget**

\$162,202.00

**Allocation**

\$162,202.00

**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)

16,220

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$16,220.00	Breathe for Change Training - 10 trainers
		<b>\$16,220.00</b>	

**Section: Budget - Reading Improvement Budget**

Reading Improvement Budget

**Budget**

\$162,202.00

**Allocation**

\$162,202.00

**Budget Over(Under) Allocation**

\$0.00

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

12,976

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$12,976.00	Reading Intervention Software/Books
		<b>\$12,976.00</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
Other Learning Loss Activities Amount	162,202	48,661	16,220	12,976	84,345

## Learning Loss Expenditures

### Budget

\$162,202.00

### Allocation

\$162,202.00

### Budget Over(Under) Allocation

\$0.00

## Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$43,739.00	Shanthi Project Program Costs - Total costs are \$92,400. The \$43,739 in this section reflects balance of costs

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$8,130.00	Shanthi Staff Training sessions during school year.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$2,155.00	After school tutoring program extra duty pay. Total costs are \$35,314. The \$2,155 reflects balance of costs
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$718.00	FICA and PSERS (50%) for After school tutoring program compensation. This reflects the balance of PSER and FICA costs.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$29,603.00	Fostering Resilient Learners Book for Staff, Math Interventions K-6 Program books/software.
		<b>\$84,345.00</b>	

## Section: Budget - Budget Summary

### BUDGET OVERVIEW

#### Budget

\$162,202.00

#### Allocation

\$162,202.00

#### 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	\$2,155.00	\$718.00	\$24,350.00	\$0.00	\$0.00	\$134,979.00	\$0.00	\$162,202.00
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
	\$2,155.00	\$718.00	\$24,350.00	\$0.00	\$0.00	\$134,979.00	\$0.00	\$162,202.00
				Approved Indirect Cost/Operational Rate: 0.0000				\$0.00
				Final				\$162,202.00