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	Survey and check-ins with guidance counselors
Professional Development for Social and Emotional Learning	PD survey to staff
Reading Remediation and Improvement for Students	CDT and iReady scores for Fall 2021 to determine cut scores and who would benefit
Other Learning Loss	CDT and iReady scores for Fall 2021 to determine cut scores and who would benefit

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
Major Racial or Ethnic Groups	Other Areas of Learning Loss	Staff will monitor student progress on local and state assessments throughout the duration of the students' time in the after-school program. Marking period grades will also

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		be monitored and measured to ensure impact of the program on student academic performance.
Major Racial or Ethnic Groups	Social and Emotional Learning	Staff will monitor student progress on local and state assessments throughout the duration of the students' time in the after-school program. Marking period grades will also be monitored and measured to ensure impact of the program on student academic performance.
Major Racial or Ethnic Groups	Reading Remediation and Improvement	Staff will monitor student progress on local and state assessments throughout the duration of the students' time in the after-school program. Marking period grades will also be monitored and measured to ensure impact of the program on student academic performance.
Children from Low-Income Families	Other Areas of Learning Loss	Staff will monitor student progress on local and state assessments throughout the duration of the students' time in the after-school program. Marking period grades will also be monitored and measured to ensure impact of the program on student academic performance.
		Staff will monitor student progress on local and state assessments throughout the

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	duration of the students' time in the after-school program. Marking period grades will also be monitored and measured to ensure impact of the program on student academic performance.
Children from Low-Income Families	Reading Remediation and Improvement	Staff will monitor student progress on local and state assessments throughout the duration of the students' time in the after-school program. Marking period grades will also be monitored and measured to ensure impact of the program on student academic performance.
Children with Disabilities	Other Areas of Learning Loss	Staff will monitor student progress on local and state assessments throughout the duration of the students' time in the after-school program. Marking period grades will also be monitored and measured to ensure impact of the program on student academic performance. Students will also be progress monitored on IEP goal attainment.
Children with Disabilities	Social and Emotional Learning	Staff will monitor student progress on local and state assessments throughout the duration of the students' time in the after-school program. Marking period grades will also be monitored and measured to ensure impact of the program on student academic

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		performance. Students will also be progress monitored on IEP goal attainment.
Children with Disabilities	Reading Remediation and Improvement	Staff will monitor student progress on local and state assessments throughout the duration of the students' time in the after-school program. Marking period grades will also be monitored and measured to ensure impact of the program on student academic performance. Students will also be progress monitored on IEP goal attainment.

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	422,403	30%	126,721

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.

Data sources that PALCS will use to identify need will include the SEL 360 internal survey (5, 8, and 12 grades), SAP referrals, Safe2Say intake forms, staff concerns, ChildLine, attendance, mandated reporting, and recommendations from counselors.

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
Shalom Inc.	Major Racial and Ethnic Groups	Universal	1,024
OneDer	Children with Disabilities	Targeted	604
360 Internal Survey	Major Racial and Ethnic Groups	Targeted	320

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
Academic performance	4 times a year	Students who participate in the SEL programs will be expected to become more engaged in their work and will see an increase in quarterly marking period goals, tests of all kinds, and in their final averages.
Check-ins with counselors/teachers	As often as needed	Expected results include increased engagement, better grades, and more active participation in their own academic success.

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	422,403	10%	42,240

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;	300	Other	Corwin (Sage Publishing)	External Contractor	One and a half hour virtual training sessions on trauma-informed practices, positive behavior systems, and restorative practices
a. Social emotional learning and					Keynote and guest speakers

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
support for students that have suffered trauma during the COVID-19 pandemic;	300	Other	Various	External Contractor	throughout the next three years for in-service days on various SEL topics

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
Academic performance	Four times a year	Students who participate in the SEL programs will be expected to become more engaged in their work and will see an increase in quarterly marking period goals, tests of all kinds, and in their final averages.
Check-ins with counselors/teachers	As often as needed	Expected results include increased engagement, better grades, and more active participation in their own academic success.

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	422,403	8%	33,792

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?

CDTs, iReady, and student academic grades were used to determine the need for addressing learning loss in reading. A majority of the student population did experience some type of learning loss, but the most impacted were major racial and ethnic groups, students from low-income families, and students with disabilities. These student groups were the most likely to become disengaged for a variety of reasons and once disengaged, it became difficult to get them to become engaged once again. A wider gap in learning was also identified for several of the students identified through our data mining process, in which they were performing more than a grade level or two below where they should be.

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:

Gains have been made in the last year, but these gains have been minimal. Once these additional interventions and supports are put in place, the expectation is that student growth will grow exponentially as a lot of these interventions and supports are specifically targeted to address specific student need.

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
Voyages	Elementary - Reading Specialists	2
Journeys	Elementary Teachers	48

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
Targeted Reading Intervention	Major Racial and Ethnic Groups	400	Heggerty Phonemic Awareness - Kindergarten and Primary Curriculums - Tier 1 intervention
Targeted Reading Intervention	Children from Low-Income Families	500	Heggerty Phonemic Awareness - Kindergarten and Primary Curriculums - Tier 1 intervention
Targeted Reading Intervention	Children from Low-Income Families	200	Heggerty Phonemic Awareness - Kindergarten and Primary Curriculums - Tier 1 intervention

15. How will the LEA assess the success of the literacy program? Please identify the tool, frequency of

use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Academic performance	Four times a year	Students who participate in the SEL programs will be expected to become more engaged in their work and will see an increase in quarterly marking period goals, tests of all kinds, and in their final averages.

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	422,403	52%	219,650

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
High Dosage Tutoring During (and after) the School Day	Major Racial and Ethnic Groups	1,129	One-on-one tutoring, lesson help, and office hours for all students who need it.

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
High Dosage Tutoring During (and after) the School Day	Children from Low-Income Families	1,506	One-on-one tutoring, lesson help, and office hours for all students who need it.
High Dosage Tutoring During (and after) the School Day	Children from Low-Income Families	604	One-on-one tutoring, lesson help, and office hours for all students who need it.
Early Warning Intervention and Monitoring System (K-12)	Major Racial and Ethnic Groups	1,129	Identified students will be monitored throughout the school year on several pre-established factors (local and state assessments, general average, etc.) to get them all back on track.
Early Warning Intervention and Monitoring System (K-12)	Children from Low-Income Families	1,506	Identified students will be monitored throughout the school year on several pre-established factors (local and state assessments, general average, etc.) to get them all back on track.
Early Warning Intervention and Monitoring System (K-12)	Children with Disabilities	604	Identified students will be monitored throughout the school year on several pre-established factors (local and state assessments, general average, etc.) to get them all back on track.

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
Academic performance	Four times a year	Students who participate in the SEL programs will be expected to become more engaged in their work and will see an increase in quarterly marking period goals, tests of all kinds, and in their final averages.
Check-ins with counselors/teachers	As often as needed	Expected results include increased engagement, better grades, and more active participation in their own academic success.
Graduation Rate	Once a year	Increased graduation rate annually.

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

$422,403.00

Allocation

$422,403.00

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)

126,721

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	$49,191.00	Community Resource and Homeless Liaison Salary for 2022-2023 SY
2100 - SUPPORT SERVICES – STUDENTS	500 - Other Purchased Services	$18,530.00	Instructional SEL events, workshops, assemblies for students and families
2100 - SUPPORT SERVICES – STUDENTS	500 - Other Purchased Services	$25,000.00	OneDer - SEL Curriculum
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	$25,000.00	FluxSpace collaboration platform and learning space

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	$2,500.00	StoryBoard That - visual SEL and ELA platform
2100 - SUPPORT SERVICES – STUDENTS	500 - Other Purchased Services	$6,500.00	Shalom, Inc. - SEL assembly program for MS
		$126,721.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

$422,403.00

Allocation

$422,403.00

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)

42,240

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$18,900.00	Resiliency, Mental Health, SEL, and Trauma training through Corwin for 2022-23 and 2023-24 SY
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$12,000.00	SEL keynote speaker for PD in-service days for 2022-23 and 2023-24 SY
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$11,340.00	SEL guest speakers for PD in-service days for 2022-23 and 2023-24 SY
		$42,240.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

$422,403.00

Allocation

$422,403.00

Budget Over(Under) Allocation

$0.00

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

33,792

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	$1,000.00	Heggerty phonemic awareness materials
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	$32,792.00	Voyages - Passport Reading Intervention Program
		$33,792.00	

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	422,403	126,721	42,240	33,792	219,650

Learning Loss Expenditures

Budget

$422,403.00

Allocation

$422,403.00

Budget Over(Under) Allocation

$0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	$76,021.00	Edgenuity - MyPath - Personalized Intervention Program

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	$50,700.00	Desmos Math Curriculum
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	$45,120.00	Trapezium Math Club for ES, MS, and HS
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	$47,809.00	Community Resource and Homeless Liaison 2021-22 salary
		$219,650.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

$422,403.00

Allocation

$422,403.00

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	$163,013.00	$0.00	$70,120.00	$0.00	$0.00	$233,133.00
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	$97,000.00	$0.00	$0.00	$0.00	$50,030.00	$0.00	$0.00	$147,030.00
2200 Staff Support Services	$0.00	$0.00	$42,240.00	$0.00	$0.00	$0.00	$0.00	$42,240.00
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
	$97,000.00	**$0.00**	**$205,253.00**	**$0.00**	**$120,150.00**	**$0.00**	**$0.00**	**$422,403.00**
				Approved Indirect Cost/Operational Rate: 0.0000				**$0.00**
				Final				**$422,403.00**