

## Section: Narratives - Needs Assessment

### Introduction

In accordance with the American Rescue Plan (ARP) Act and Pennsylvania Act 24 of 2021 (Act 24), the Pennsylvania Department of Education (PDE) will award approximately \$ 249,848,000 or five percent (5%) of Pennsylvania's ARP Elementary and Secondary School Education Relief (ESSER) State Reserve funds to school districts, charter schools and cyber charter schools (collectively, LEAs) = to implement evidence-based interventions that address learning loss in response to the academic, social, emotional and mental health needs of students and subgroups of students impacted by COVID-19 public health emergency that supplement school programs and activities.

Act 24 requires that LEAs, at a minimum, use the funds they are awarded under this subgrant in the following ways: .

### Percentage of LEA Allocation - Required Activities

**30% - To address the social, emotional and mental health needs of students**

**10% - To provide professional development and technical assistance to educators, school support staff, school leaders and school health professionals to address the social, emotional and mental health needs of students.**

**8% - To address reading remediation and improvement for students**

The remaining allocation may be used by the LEA to address and/or supplement other areas of learning loss caused by the pandemic.

Act 24 also requires that, when available, existing personnel shall be utilized by school districts, charter schools and cyber charter schools to staff programs and activities established with these grant funds.

Within 90 days of receipt of these allocations, school districts, charter schools and cyber charter schools must submit a three-part plan to PDE, that outlines the proposed use of the grant money, itemized by program and activity. This plan is part of a consolidated application that includes after-school programming, summer activities, and a comprehensive plan to address learning loss. The plan shall include:

- 1) A description of each program and activity
- 2) A narrative outlining the expected benefit of each program and activity
- 3) A budget for each program and activity detailing personnel and operating costs.

Through this grant application, LEAs will meet their requirement of developing a three-part plan, including describing their planned programming, a narrative outlining the expected benefit of each program and activity, as well as an overview of how the LEA determined the areas of need to be addressed, including the use of stakeholder feedback.

PDE has developed the Accelerated Learning Toolkit, a significant cadre of resources and trainings, to support LEAs in the development of their plans. The Accelerated Learning Toolkit can be found [Link to Accelerated Learning Toolkit](#).

**Needs Assessment:** In this section, LEAs are asked to describe the impact of the pandemic on their

students, examine disproportionate impacts on specific student groups, and highlight the LEA's promising practices in supporting student needs since March 2020.

### Indicators of Impact

1. Understanding the Impact of the COVID-19 Pandemic: Describe how the LEA has identified or will identify the extent of the impact of the COVID-19 pandemic on student learning and well-being. Specifically, what methods (i.e., collecting and analyzing data and information from focus groups, surveys, and local assessment results) were used or will be used to identify and measure impacts in four key areas: (1) Social and Emotional Learning, (2) Professional Development needs to support Social and Emotional Learning, (3) Reading Remediation and Improvement for Students, and (4) Other areas of Learning Loss?

	<b>Method used to Understand Each Type of Impact</b>
<b>Social and Emotional Learning</b>	Building principals analyzed student grades, attendance, course credits attempted/completed data using student information system. Number of failed courses compiled. Comparison discipline and Student Assistance Program referral data analyzed and data from aggregate years prior to COVID pandemic reviewed. Student behavior, participation rates of students with disabilities analyzed in extra-curricular activities compiled and compared to pre-pandemic levels.
<b>Professional Development for Social and Emotional Learning</b>	Smethport Area SD made use of a professional development survey to best gauge educator level of concern in various areas. Strong concern for student behavior and motivation was noted. Other areas of concern included high-needs emotional support students and strategies for dealing with challenging behaviors. Building principals analyzed student grades, attendance, course credits attempted/completed data using student information system. Comparison discipline and Student Assistance Program referral data analyzed and data from aggregate years prior to COVID pandemic reviewed. Student behavior, participation rates of students with disabilities analyzed in extra-curricular activities compiled and compared to pre-pandemic levels.
<b>Reading Remediation and Improvement for Students</b>	Building principals analyzed student grades, attendance, course credits attempted/completed data using student information system. Number of failed courses compiled. ELA PSSA scores compiled for date on student performance. Keystone Exam in Literature scores analyzed. Reading levels and benchmarking scores (Study Island) as well as Classroom Diagnostic Tools in grades 7-8.
<b>Other Learning Loss</b>	Building principals analyzed student grades, attendance, course credits attempted/completed data using student information system. Number of failed courses compiled. Comparison discipline and Student Assistance Program referral data analyzed and data from aggregate years prior to COVID pandemic reviewed. Student behavior, participation rates of students with disabilities analyzed in extra-curricular activities compiled and

	<b>Method used to Understand Each Type of Impact</b>
	compared to pre-pandemic levels.

**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 with Disabilities	Social and Emotional Learning	Building principals analyzed student grades, attendance, course credits attempted/completed data using student information system. Number of failed courses compiled. Comparison discipline and Student Assistance Program referral data analyzed and data from aggregate years prior to COVID pandemic reviewed. Student behavior, participation rates of students with disabilities analyzed in extra-curricular activities compiled and compared to pre-pandemic levels.
Children from Low-Income Families	Other Areas of Learning Loss	Building principals analyzed student grades, attendance, course credits attempted/completed data using student information system. Number of failed courses compiled. Comparison discipline and Student Assistance Program referral data analyzed and data from aggregate years prior to COVID pandemic reviewed.

<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 behavior, participation rates of students with disabilities analyzed in extra-curricular activities compiled and compared to pre-pandemic levels.

**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>	149,333	30%	44,800

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.

Smethport Area SD uses Ed Insight, PowerSchool at-risk reports for students identified through attendance, failing courses, discipline frequency. These at-risk reports are coupled with other sources including SAP referrals to identify students at risk of drop-out and academic failure. Smethport Area also reviews the Safe Schools Report, overall discipline statistics including the number of suspensions, and discipline referrals, to chart effectiveness of school discipline code. Smethport Area SD utilizes a Child-Find to identify and evaluate students for necessity of special education services.

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
Assembly and Student Incentive Programs to motivate, engage, and reward students . Assist in reinforcing School-wide Positive Support and Intervention and PSSA/Keystone Rewards	Children from Low-Income Families	Universal	800
School Psychologist Services	Children with Disabilities	Targeted	100

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
Student Information System (PowerSchool) and Ed- Insight at-risk reports.	Daily, weekly, and annual checks of At-risk reports and academic progress	Goal will be to lower SASD's number of at-risk students, engage more learners in activities, bolster PSSA and Keystone Exam 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
<b>Minimum 10% SEL PD Requirement</b>	149,333	10%	14,933

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
c. Motivating students that have been disengaged;	80	Teacher	Brian Mendler	External Contractor	Brian Mendler will provide a full day workshop for Smethport Area SD staff. Address strategies for disengaged students
f. Engaging and					Brian Mendler will provide a full day workshop for

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
communicating effectively with parents;	80	Other	Brian Mendler	External Contractor	Smethport Area SD staff. Address strategies for disengaged students
g. Working with community agencies to address non-academic needs.	80	Support Staff	PDE Homeless Liason	External Contractor	Presentation at our January In-service on homeless education.
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	80	Teacher	Megan Woods	Internal Staff	Trauma-informed care presentation for all staff by our licensed social worker
b. Identifying signs of possible mental health issues and providing culturally relevant support;	80	Teacher	Megan Woods	Internal Staff	Trauma-informed care presentation for all staff by our licensed social worker
d. Mentoring students who have attendance issues before it becomes a	80	Other	Megan Woods	Internal Staff	Training on identification of at-risk students.

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
pattern;					

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
At-risk student report available with our Ed Insight Platform	Daily	LEA will decrease at-risk report students by 15% over the course of the next three years.

**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	149,333	8%	11,947

	Total LEA Allocation	Multiply by 8% (.08)	Minimum Allocation for Reading Improvement
<b>Requirement</b>			

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?

SASD utilizes benchmarking with reading levels at the elementary level including Fountas and Pinnell, AIMS Web, Study Island, Moby Max. Higher-risk population identified includes students with disabilities and low income students. Overall, students in the identified groups read at a lower level than students without disabilities.

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:

PSSA data is tracked via our Eidex Reporting Tool. Data shows the category of "all testers" as being an area of steady achievement growth over the last five years of data on the PSSA ELA test (grades 3-8). Fountas and Pinnell levels are benchmarked multiple times a year. Progress monitoring and bi-monthly checks. Benchmarks are crucial to determine progress and projections.

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
RISE	Children from Low-Income Families	18	Reading Intervention for Students to Excel- Step-by step resource for intensive targeted instruction. Specific work in de-coding, fluency, comprehension, writing
Reading Recovery	Children from Low-Income Families	10	Short-term intervention of one-on-one tutoring for low achieving early readers.
LLI	Children from Low-Income Families	30	Leveled-literacy intervention. Intensive, small group intervention to deepen comprehension, reading volume, increase engagement, increase achievement.
Lexia	Children with Disabilities	11	Computerized reading program that provides phonics awareness and instruction. Basic reading skills such as phonics, vocab development, fluency.
LETRS	Children from Low-Income Families	4	Language Essential for Teachers of Reading and Spelling. Teaches skills needed to master the fundamentals of reading instruction.

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Unique Learning System	Children with Disabilities	7	Online, interactive, standards-based curriculum designed for specific learning needs.
Orton-Gillingham Phonics Program	Children from Low-Income Families	400	Curriculum designed for reading improvement that provides phonics awareness and instruction

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
Fountas and Pinnell BAS	Twice a year	Increase in reading levels
Study Island	Three times per year	Increase in success mastering ELA standards
AIMS Web	Three times per year	Increase in fluency, accuracy, comprehension
Observation Survey of Early Literacy Achievement	Four times per year	Students involved in survey will reach grade level reading level

**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>	149,333	52%	77,653

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
Multiple measures of formative assessments through the use of educational technology that aids in regular and substantive educational in educational interaction	Children from Low-Income Families	400	Purchasing interactive touch-panels to improve learning opportunities, real-time assessment for multiple levels of assessment and distribute resources more evenly throughout the school district to ensure better access to the intervention.

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
		SASD students will

<b>Tool Used to Evaluate Success</b>	<b>Frequency of Use</b>	<b>Expected Results</b>
Student Information System (PowerSchool), AIMS Web, Study Island, Fountas and Pinnell BAS, and Ed- Insight at-risk reporting	Daily, weekly, monthly, annually	demonstrate gains on standardized tests, academic coursework, improved benchmarking scores, and better attendance due to better engagement activities and real-time assessments.

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

Social and Emotional Learning Budget

**Budget**

\$149,333.00

**Allocation**

\$149,333.00

**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)

44,800

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$40,000.00	PSYCHOLOGY SUPPORT SERVICES - EVALUATIONS BY CONTRACTED PROVIDER.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$10,000.00	PBIS INCENTIVE REWARD PROGRAM
2700 - Student Transportation	500 - Other Purchased Services	\$5,000.00	FIELD TRIPS ALLOCATED TO PBIS & INCENTIVE REWARD PROGRAM
		<b>\$55,000.00</b>	

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

Social and Emotional Learning Professional Development Budget

**Budget**

\$149,333.00

**Allocation**

\$149,333.00

**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)

14,934

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$14,934.00	PROFESSIONAL DEVELOPMENT - TEACHERS & AIDES
		<b>\$14,934.00</b>	

**Section: Budget - Reading Improvement Budget**

Reading Improvement Budget

**Budget**

\$149,333.00

**Allocation**

\$149,333.00

**Budget Over(Under) Allocation**

\$0.00

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

11,947

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$20,000.00	ORTON GILLINGHAM LITERACY PROGRAM - FENIX READING PROGRAM
		<b>\$20,000.00</b>	

**Section: Budget - Other Learning Loss Expenditures**

**Learning Loss Budget**

Calculate the remaining LEA Allocation amount to fund Other Learning Loss Activities. Please enter **Budget Totals** from the **SEL, SEL PD, and Reading Improvement budget sections** to determine what funds are remaining for Other Learning Loss Activities. Click Save to calculate the value, and then this budget section Total should be equal this amount. (Calculation will populate when you click the Save button)

	Total LEA Allocation	30% SEL Budgeted Value	10% SEL PD Budgeted Value	8% Reading Improvement Budgeted Value	Remaining Allocation for Other Learning Loss Activities
<b>Other Learning Loss Activities Amount</b>	149,333	55,000	14,934	20,000	59,399

**Learning Loss Expenditures**

**Budget**

\$149,333.00

**Allocation**

\$149,333.00

**Budget Over(Under) Allocation**

\$0.00

Budget Overview

Function	Object	Amount	Description
2200 - Staff Support Services	600 - Supplies	\$59,399.00	INTERACTIVE TOUCH SCREEN PANELS FOR CLASSROOMS WITH MOST NEED
		<b>\$59,399.00</b>	



**Section: Budget - Budget Summary**

**BUDGET OVERVIEW**

**Budget**  
 \$149,333.00  
**Allocation**  
 \$149,333.00

**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	\$30,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$30,000.00
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								

	<b>100 Salaries</b>	<b>200 Benefits</b>	<b>300 Purchased Professional and Technical Services</b>	<b>400 Purchased Property Services</b>	<b>500 Other Purchased Services</b>	<b>600 Supplies 800 Dues and Fees</b>	<b>700 Property</b>	<b>Totals</b>
<b>Education Programs</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1800 Pre-K</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2000 SUPPORT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2100 SUPPORT SERVICES – STUDENTS</b>	\$0.00	\$0.00	\$40,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$40,000.00
<b>2200 Staff Support Services</b>	\$0.00	\$0.00	\$14,934.00	\$0.00	\$0.00	\$59,399.00	\$0.00	\$74,333.00
<b>2300 SUPPORT SERVICES – ADMINISTRATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2400 Health Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2500 Business Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2600 Operation and Maintenance</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2700 Student Transportation</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$0.00	\$5,000.00
<b>2800 Central Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3000 OPERATION OF NON-INSTRUCTIONAL SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3100 Food Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

	<b>100 Salaries</b>	<b>200 Benefits</b>	<b>300 Purchased Professional and Technical Services</b>	<b>400 Purchased Property Services</b>	<b>500 Other Purchased Services</b>	<b>600 Supplies 800 Dues and Fees</b>	<b>700 Property</b>	<b>Totals</b>
<b>3200 Student Activities</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3300 Community Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$84,934.00</b>	<b>\$0.00</b>	<b>\$5,000.00</b>	<b>\$59,399.00</b>	<b>\$0.00</b>	<b>\$149,333.00</b>
<b>Approved Indirect Cost/Operational Rate: 0.0000</b>								<b>\$0.00</b>
<b>Final</b>								<b>\$149,333.00</b>