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	We have subscribed to a subscription called Panorama. This is a program that assesses students mental health. A school counselor is working with the students on some of the needs that arise from the Panorama survey. We are also utilizing discipline and hospitalization referral. The school counselors are addressing these needs directly with the students
Professional Development for Social and Emotional Learning	We plan on bringing in an outside expert to talk to the staff during an in-service day about how to identify students that are in need of support and how to meet those needs.
Reading Remediation and Improvement for Students	We will be using data from Acadience Learning to determine where measure reading. We will also be having intervention groups to help determine where there are gaps in student reading. There is a data team that meets to discuss the outcomes.
Other Learning Loss	We will be utilizing additional programs like Study Island and Exact Path to see where kids are landing in terms of skill sets and we will be remediating based off of those results. We are also having interventions based off of keystone scores.

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

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	Acadience Learning
Children from Low-Income Families	Social and Emotional Learning	SWIS
Children from Low-Income Families	Other Areas of Learning Loss	Summer School Credit Recovery Program
Children from Low-Income Families	Social and Emotional Learning	Panorama
Children from Low-Income Families	Other Areas of Learning Loss	Exact Path, Study Island, What I Need After School Program
Children with Disabilities	Reading Remediation and Improvement	Acadience Learning
Children with Disabilities	Social and Emotional Learning	SWIS
Children with Disabilities	Other Areas of Learning Loss	Summer School Credit Recovery Program
Children with Disabilities	Social and Emotional Learning	Panorama
Children with Disabilities	Other Areas of Learning Loss	Exact Path, Study Island, What I Need After School Program

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	59,934	30%	17,980

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.

The Johnsonburg Area School District is using Panorama to identify areas of concern with student social and emotional needs. This program measures students' social and emotional competencies through questionnaires, observations, performance assessments, reports and interviews and focus groups as detailed in the methods SEL 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
Panorama	Children from Low-Income Families	Universal	261

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
Panorama	1	Our students will gain increased coping mechanisms, self awareness, relationship skills, responsible decision making skills to allow them to be responsible members of society. This will be measured by the program Panorama by assessing self awareness with entrance slips, self management with goal trackers, social awareness with role plays, responsible decision making with free writing.

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	59,934	10%	5,993

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
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	50	Teacher	TBD	External Contractor	An external expert speaker on social emotional learning will be brought in to give a presentation to the teachers.
b. Identifying signs of possible mental health issues and providing culturally relevant support;	2	Counselor	TBD	External Contractor	The school counselors will be attending a conference to build knowledge and capacity on social emotional learning.

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;	10	Support Staff	TBD	External Contractor	An external expert speaker on social emotional learning will be brought in to give a presentation to support staff.

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
Reflection/Survey	1	The counselors will be required to write a reflection and take a survey on the conference they added. It is expected that they will gain knowledge on how to assist students with mental health issues that have arose due to the COVID pandemic.
Reflection/Survey	1	Teachers will be required to complete a reflection after attending the in-service day with the external speaker. They will receive Act 48 credits towards their teaching certificates.

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	59,934	8%	4,795

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?

Exact Path, Study Island, and Acadience benchmarking tools were utilized throughout the 20-21 School year as well as at the beginning of the 21-22 School Year. Need was evidenced in students with disabilities, students who may have suffered from trauma, students who were habitually truant or absent, students that went on remote due to fear of COVID, but then were not successful and returned to in-person instruction below grade level (as evidenced by above benchmarks). The findings indicated that students needed more instruction in the area of reading.

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:

Some students are on the path to show that they are projected to be making at least one

year's worth of growth, however many are not as evidenced by Exact Path, Study Island, and Acadience, JASD benchmarking tools.

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
Language Essentials for Teachers of Reading and Spelling, Heggerty, and ECRI	K-2	9

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
My Sidewalks	Children from Low-Income Families	20	A research based intensive elementary reading intervention program. Designed for students who are unable to read and comprehend grade level materials.
Heggerty	Children from Low-Income Families	20	A Phonological and Phonemic Awareness curriculum. This focuses on eight phonemic awareness skills to develop letter and sound recognition skills as well as language awareness.

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
ECRI	Children from Low-Income Families	20	Enhanced Core Reading Instruction - multi-tiered program that increases efficiency and effectiveness of reading instruction in grades K-2. This program aligns with the JASD core curriculum
My Sidewalks	Children with Disabilities	7	A research based intensive elementary reading intervention program. Designed for students who are unable to read and comprehend grade level materials.
Heggerty	Children with Disabilities	14	A Phonological and Phonemic Awareness curriculum. This focuses on eight phonemic awareness skills to develop letter and sound recognition skills as well as language awareness.
ECRI	Children with Disabilities	15	Enhanced Core Reading Instruction - multi-tiered program that increases efficiency and effectiveness of reading instruction in grades K-2. This program aligns with the JASD core curriculum

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of 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
Benchmarks of Acadience and Exact Path	Sept. 2021, Jan. 2022, and May 2022	To close the reading gap that was created during the COVID pandemic. To have at-risk readers are making at least a year's worth of growth or more in one school year.

Section 3d - Other Learning Loss Activities: LEAs are permitted to utilize the remainder of their allocation **t**o 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	59,934	52%	31,166

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

Edmentum	Children from Low-Income Families	54	Edmentum will assist with credit recovery.
Accelerated Reader	Children from Low-Income Families	261	Accelerated Reader subscription to assist in reading gaps.
What I Need Program	Children from Low-Income Families	8	After School program that will assist students in classrooms and with homework.
Panorama	Children from Low-Income Families	261	Panorama will assist with social emotional learning
Edmentum	Children with Disabilities	15	Edmentum will assist with credit recovery.
Accelerated Reader	Children with Disabilities	109	Accelerated Reader subscription to assist in reading gaps.
What I Need Program	Children with Disabilities	7	After School program that will assist students in classrooms and with homework.
Panorama	Children with Disabilities	109	Panorama will assist with social emotional learning

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
Credit Recovery	1	Promotion in grade levels

Tool Used to Evaluate Success	Frequency of Use	Expected Results
What I Need Program	1	Increased success and participation in classrooms.
Panorama	1	Based on survey results, we will be able to determine if students have made progress in their mental health well being. School counselors will be able to assist.

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

$59,934.00

Allocation

$59,934.00

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)

17,980

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$350.00	Funding is requested for a subscription to the SWIS (School Wide Information System) Program. This program focusing on collecting office discipline referral data to know what is happening school-wide.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$13,500.00	Funding is requested for school counselors for the 21-22, 22-23, and 23-24 summer school sessions. The school counselors will be available in the summer to assist with any mental health needs for those participating in

Function	Object	Amount	Description
			summer programs.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$1,831.95	Funding for the associated fringe/benefits for the summer guidance counselor is requesting.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	$2,298.05	Funding is requested for an external mental health agency to come in during the after school program to assist with student mental health needs.
		$17,980.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

$59,934.00

Allocation

$59,934.00

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)

5,993

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	$4,500.00	Funding is requested for an expert spreaker on Social and Emotional Learning to come and give a presentation to teachers and administrators during an in-service day.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	$1,493.00	Travel and Registration funding is requested for the school counselors to attend a conference on social and emotional learning issues. Funding will be used for registration, flights/gas, loging, subsistence.
		$5,993.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

$59,934.00

Allocation

$59,934.00

Budget Over(Under) Allocation

$0.00

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

4,795

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$3,999.00	Funding is requested for the Renaissance Accelerated Reader subscription. This program will motivate, monitor, and manage students' independent reading practice.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$796.00	Funding is requested for additional reading materials to help minimize the reading loss gap.
		$4,795.00	

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	59,934	17,980	5,993	4,795	31,166

Learning Loss Expenditures

Budget

$59,934.00

Allocation

$59,934.00

Budget Over(Under) Allocation

$0.00

Budget Overview

Function	Object	Amount	Description
			Additional funding is requested for each teacher participating in the After School What I Need (WIN)

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$8,263.00	Program. Funding for teachers is requested at $2,250/teacher for the 2022-2023 and 2023-2024 school year. Additional funding for this program will be requested in the After School application.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$7,998.00	Additional funding is requested for the subscription to the Renaissance Accelerated Reader program. A one year subscription for the 21-22 school year was requested in the Reading Improvement budget. Additional funding is requested for the 22-23 and 23-24 school year.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$1,500.00	$500 for each summer school session ($500x3 sessions) is requested for summer school library books. These books will be utilized during the summer school credit recovery program.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$4,750.00	Funding is requested for a subscription to Panorama Education. This program will assist in addressing the social and emotional learning gaps.

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$8,655.00	Funding is requested for credit recovery. $1,100 is needed per credit. This will be completed via the Edmentum program. We will also need to pay the teacher assisting with this program.
		$31,166.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

$59,934.00

Allocation

$59,934.00

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	$21,763.00	$1,831.95	$6,798.05	$0.00	$1,493.00	$28,048.00	$0.00	$59,934.00
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
	$21,763.00	**$1,831.95**	**$6,798.05**	**$0.00**	**$1,493.00**	**$28,048.00**	**$0.00**	**$59,934.00**
				Approved Indirect Cost/Operational Rate: 0.0000				**$0.00**
							Final	**$59,934.00**