

## **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>                              | The PASS Social Emotional Screening is a student measure that enables us to proactively identify social and emotional barriers to learning, including connection, self-efficacy, and motivation. This screening will be administered to K-12 students two times per year.   |
| <b>Professional Development for Social and Emotional Learning</b> | ABA Support Services has been contracted to provide a full time Registered Behavior Technician to work side by side with our Emotional Support Paraprofessionals, Teachers and Behavior Staff to train on specific behavior techniques that lead to greater success in the classroom for identified students. This training will be ongoing for the 2021-2022 school year.  |
| <b>Reading Remediation and Improvement for Students</b>           | Acadience Reading helps teachers identify children at risk for reading difficulties and determine the skills to target for instructional support. The Wonders Data Dashboard is an interactive, responsive reporting tool for educators. Drawing on performance data from student assessments, online activities, and observational rubrics, Wonders Data Dashboard: Enables immediate, leveled re-teaching and targeted assignments. Groups students automatically to recommend individual lessons. Reports results at the individual, class, and district levels. Tracks progress in key literacy skills and standards. |
| <b>Other Learning Loss</b>  | Dream Box Learning is a K-8 digital math program designed to complement our math curriculum. This ILS consists of rigorous and interactive lessons that are adapted to each students needs.   |

## Documenting Disproportionate Impacts

2. Identify the student groups in the LEA that faced particularly significant impacts from the pandemic in the areas of Social and Emotional Learning, Reading Remediation and Improvement, or any other areas of learning loss that the LEA will address with this funding source. For each, provide specific strategies that were used or will be used to identify and measure impacts.

| Student Group                     | Area of Impact                      | Provide specific strategies that were used or will be used to identify and measure impacts                                      |
|-----------------------------------|-------------------------------------|---|
| Children from Low-Income Families | Social and Emotional Learning       | SEL Assessments and curriculums will be utilized as well as very specific strategies to address behaviors that impede learning. |
| Children with Disabilities        | Social and Emotional Learning       | SEL Assessments and curriculums will be utilized as well as very specific strategies to address behaviors that impede learning. |
| Children from Low-Income Families | Reading Remediation and Improvement | Research based reading programs will be used to target specific learning needs at the individual student level.                 |
| Children from Low-Income Families | Other Areas of Learning Loss        | Mathematics research based programs will be used to target specific learning loss in mathematics.                               |

## 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> | 129,484              | 30%                   | 38,845                     |

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 PASS Social Emotional Screener, Psychological Screeners, MTSS targeted assessments and Teacher Observation will be the sources of data used to identify social and emotional needs of students.

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 |
|------------------------------------|----------------------------|---------------------------------------|---------------------------|
| MTSS Tier II and III Interventions | Children with Disabilities | Targeted                              | 50                        |
| MTSS Tier III Interventions        | Children with Disabilities | Intensive                             | 10                        |

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  |
|---|------------------|---|
| Evaluation will be conducted by ABA Support Services, LLC | Weekly           | By the end of the 2021-2022 school year we intend to have the training and physical space needed to address all of our students' social & emotional needs without the use of programs that require our students to leave their home district. |

**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% |                      |                       |                               |

|                           | Total LEA Allocation | Multiply by 10% (.10) | Minimum Allocation for SEL PD |
|---------------------------|----------------------|-----------------------|-------------------------------|
| <b>SEL PD Requirement</b> | 129,484              | 10%                   | 12,948                        |

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   |
|---|--------------------------|--|--|--|---|
| e. Self-care and mindfulness strategies for teachers;             | 35                       | Teacher  | The Tactical Mind, Nick Fuller                           | External Contractor  | A seven week program is being delivered after school for our staff focusing on mindfulness and resiliency. This training is focused on self-care as well as strategies for our teachers to use with their students. |
| g. Working with community agencies to address non-academic needs. | 2                        | Counselor  | Community Services Group                                 | External Contractor  | Telepsychiatry services   |

| 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    |
|---|--------------------------|--|--|--|--|
| g. Working with community agencies to address non-academic needs.   | 8                        | Support Staff  | ABA Support Services, LLC                                | External Contractor  | Functional Behavior Assessments.             |
| a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic; | 4                        | Teacher  | ABA support Services                                     | External Contractor  | Tier II and II behavior strategies training. |

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   |
|---------------------------------|------------------|--|
| Teacher and Program Observation | Daily            | Students will be engaged in their learning utilizing the supports provided in response to their SEL needs. |

### **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 |
|---|----------------------|----------------------|--|
| <b>Minimum 8% Reading Improvement Requirement</b> | 129,484              | 8%                   | 10,359                                     |

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?

Dibels Benchmark Assessments, Wonders Benchmark Assessments, DAZE Screener, and CDT Diagnostic Assessments are used to determine the need to address learning loss in reading for all students.

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

No

Please explain:

Our At-risk readers did not demonstrate a year's growth during the 2020-2021 school year.

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 |
|--|---------------------------------------|----------------------------|
| Analysis skills training using the book "Disrupting Thinking". This was an after school training conducted by a Reading Specialist | K-6                                   | 20                         |
| Strategies for Close Reading using the book "Notice & Notes" conducted by one of our Reading Specialists.                          | K-6                                   | 20                         |
| Heggerty Phoenemic Awareness training  | PK-2                                  | 21                         |

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              |
|-------------------------------|-----------------------------------|---|--|
| Heggerty                      | Children from Low-Income Families | 135                                       | Phoenemic Awareness                            |
| Fundations                    | Children from Low-Income Families | 130                                       | Fluency and Decoding                           |
| Just Words                    | Children from Low-Income Families | 60  | Tier II Intervention for Fluency and Decoding. |
| Read Naturally                | Children from Low-Income Families | 75  | Fluency  |
| Leveled Literacy Intervention | Children from Low-Income Families | 60  | Fluency & Comprehension                        |

| Intervention                  | Student Group                     | Number of Students Receiving Intervention | Brief Description of Intervention |
|-------------------------------|-----------------------------------|---|-----------------------------------|
| visualization & verbalization | Children from Low-Income Families | 20  | Comprehension                     |

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                |
|--|------------------|---------------------------------|
| Progress monitoring tools (Dibels, DAZE) | Every 2 weeks    | Trend line for a year's growth. |

**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> | 129,484              | 52%                   | 67,332  |

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 |
|--------------|---------------|---|-----------------------------------|
|              |               |   | Intervention is                   |

| <b>Intervention</b>          | <b>Student Group</b>              | <b>Number of Students Receiving Intervention</b> | <b>Brief Description of Intervention</b>                           |
|------------------------------|-----------------------------------|--|--|
| Star Math Universal Screener | Children from Low-Income Families | 80   | delivered one on one to small group to target the deficit in math. |
| Star CBM                     | Children from Low-Income Families | 80   | Progress monitoring tool for deficits.                             |

18. How will the LEA assess the success of the learning loss activities? Please identify the tool, frequency of use, and expected results.

| <b>Tool Used to Evaluate Success</b> | <b>Frequency of Use</b> | <b>Expected Results</b>                             |
|--------------------------------------|-------------------------|---|
| Standards Based Report Cards         | Quarterly               | ongoing interventions until standards are mastered. |

## Section: Budget - Social and Emotional Learning Budget

### Social and Emotional Learning Budget

#### Budget

\$129,484.00

#### Allocation

\$129,484.00

#### 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)

38,845

#### Budget Summary

| Function   | Object  | Amount             | Description                    |
|--|---|--------------------|--------------------------------|
| 1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY | 300 - Purchased Professional and Technical Services | \$50,000.00        | Registered Behavior Technician |
|  |   | <b>\$50,000.00</b> |                                |

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

### Social and Emotional Learning Professional Development Budget

#### Budget

\$129,484.00

#### Allocation

\$129,484.00

#### 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)

12,948

#### Budget Summary

| Function   | Object  | Amount             | Description                  |
|--|---|--------------------|------------------------------|
| 1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY | 300 - Purchased Professional and Technical Services | \$12,948.00        | SEL Professional Development |
|  |   | <b>\$12,948.00</b> |                              |

## Section: Budget - Reading Improvement Budget

### Reading Improvement Budget

#### Budget

\$129,484.00

#### Allocation

\$129,484.00

#### Budget Over(Under) Allocation

\$0.00

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

10,359

### Budget Summary

| Function   | Object         | Amount             | Description  |
|--|----------------|--------------------|--|
| 1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY | 600 - Supplies | \$31,914.00        | Research Based Reading Interventions.Freckle, Study Island, Dibbles, Wonders, IXL. |
|  |                | <b>\$31,914.00</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 | 129,484              |                        |                           |                                       | 129,484   |

### Learning Loss Expenditures

#### Budget

\$129,484.00

#### Allocation

\$129,484.00

#### Budget Over(Under) Allocation

\$0.00

### Budget Overview

| Function   | Object         | Amount             | Description                       |
|--|----------------|--------------------|-----------------------------------|
| 1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY | 600 - Supplies | \$34,622.00        | Research Based Math Interventions |
|  |                | <b>\$34,622.00</b> |                                   |





## Section: Budget - Budget Summary

### BUDGET OVERVIEW

#### Budget

\$129,484.00

#### Allocation

\$129,484.00

#### Budget Over(Under) Allocation

\$0.00

### BUDGET SUMMARY

|  | 100<br>Salaries | 200<br>Benefits | 300<br>Purchased<br>Professional<br>and<br>Technical<br>Services | 400<br>Purchased<br>Property<br>Services | 500 Other<br>Purchased<br>Services | 600<br>Supplies<br>800<br>Dues<br>and<br>Fees | 700<br>Property | Totals      |
|--|-----------------|-----------------|--|--|------------------------------------|---|-----------------|-------------|
| 1000 Instruction   | \$0.00          | \$0.00          | \$0.00   | \$0.00                                   | \$0.00                             | \$0.00  | \$0.00          | \$0.00      |
| 1100 REGULAR<br>PROGRAMS –<br>ELEMENTARY /<br>SECONDARY                | \$0.00          | \$0.00          | \$12,948.00  | \$0.00                                   | \$0.00                             | \$66,536.00                                   | \$0.00          | \$79,484.00 |
| 1200 SPECIAL<br>PROGRAMS –<br>ELEMENTARY /<br>SECONDARY                | \$0.00          | \$0.00          | \$50,000.00  | \$0.00                                   | \$0.00                             | \$0.00  | \$0.00          | \$50,000.00 |
| 1300 CAREER<br>AND TECHNICAL<br>EDUCATION                              | \$0.00          | \$0.00          | \$0.00   | \$0.00                                   | \$0.00                             | \$0.00  | \$0.00          | \$0.00      |
| 1400 Other<br>Instructional<br>Programs –<br>Elementary /<br>Secondary | \$0.00          | \$0.00          | \$0.00   | \$0.00                                   | \$0.00                             | \$0.00  | \$0.00          | \$0.00      |
| 1600 * ADULT<br>EDUCATION<br>PROGRAMS                                  | \$0.00          | \$0.00          | \$0.00   | \$0.00                                   | \$0.00                             | \$0.00  | \$0.00          | \$0.00      |
| 1700 Higher  |                 |                 |  |  |                                    |   |                 |             |

|  | 100<br>Salaries | 200<br>Benefits | 300<br>Purchased<br>Professional<br>and<br>Technical<br>Services | 400<br>Purchased<br>Property<br>Services | 500 Other<br>Purchased<br>Services | 600<br>Supplies<br>800<br>Dues<br>and<br>Fees | 700<br>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<br>Salaries | 200<br>Benefits | 300<br>Purchased<br>Professional<br>and<br>Technical<br>Services | 400<br>Purchased<br>Property<br>Services        | 500 Other<br>Purchased<br>Services | 600<br>Supplies<br>800<br>Dues<br>and<br>Fees | 700<br>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       |
|  | \$0.00          | \$0.00          | \$62,948.00  | \$0.00  | \$0.00                             | \$66,536.00                                   | \$0.00          | \$129,484.00 |
|  |                 |                 |  | Approved Indirect Cost/Operational Rate: 0.0000 |                                    |   |                 | \$0.00       |
|  |                 |                 |  | Final   |                                    |   |                 | \$129,484.00 |