

## 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>	For any new family to Belmont Charter Network, our FamilySupport Services team does a family intake which includes a brief bio-psych-social evaluation, assessing areas including medication, diagnosis, trauma, outside services, whether the family is in need of service, residential trouble to identify any supports the family needs. Based off of that intake assessment and needs identified, we provide or meet services with outside agenciesAt the school, our FSS team provides brief one-on-one counseling based off of grief loss/ anger management, academic need or other areas identified as a direct request from parent, student, request from teacher/staff, or FSS. It ties into our MTSS process and the supports received are coordinated depending on intensity of situation
<b>Professional Development for Social and Emotional Learning</b>	Every year, we dedicate professional development time to make sure sta? are trained in our MTSS. Additionally, the Director of Positive Psychology holds professional development at the beginning of August with every school on their SEL curriculum and implementation This year's speci?c focus was on what students might need coming back from remote learningWe were also able to o?er Responsive Classroom training (train the trainer) for new sta?.
<b>Reading Remediation and Improvement for Students</b>	The Belmont Charter Network uses Renaissance Star testing and CBM measures to assess growth and mastery in Reading. Additionally, the schools use the Fountas and Pinnell Benchmark Assessment System to assess students' reading levels. All data is stored in Powerschool's Performance Matters which allows the schools to look at student data across multiple measures and across years. It also allows us to disaggregate data by student subgroups.
<b>Other Learning Loss</b>	The Belmont Charter Network uses Renaissance Star testing and CBM measures to assess growth and mastery inReading. Additionally, the schools use the Fountas and Pinnell Benchmark Assessment System to assess students'reading levels. All data is stored in Powerschool's Performance Matters which allows the schools to look atstudent data

	<b>Method used to Understand Each Type of Impact</b>
	across multiple measures and across years. It also allows us to disaggregate data by student subgroups.

### Documenting Disproportionate Impacts

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

<b>Student Group</b>	<b>Area of Impact</b>	<b>Provide specific strategies that were used or will be used to identify and measure impacts</b>
Major Racial or Ethnic Groups	Social and Emotional Learning	We are using Performance Matters to disaggregate data from local assessments to identify and measure impacts. We also identify students who need more support through our MTSS process.
Major Racial or Ethnic Groups	Reading Remediation and Improvement	We are using Performance Matters to disaggregate data from local assessments to identify and measure impacts. We also identify students who need more support through our MTSS process.
Major Racial or Ethnic Groups	Other Areas of Learning Loss	We are using Performance Matters to disaggregate data from local assessments to identify and measure impacts. We also identify students who need more support through our MTSS process.
		We are using Performance Matters to disaggregate data

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	from local assessments to identify and measure impacts. We also identify students who need more support through our MTSS process.
Children from Low-Income Families	Reading Remediation and Improvement	We are using Performance Matters to disaggregate data from local assessments to identify and measure impacts. We also identify students who need more support through our MTSS process.
Children from Low-Income Families	Other Areas of Learning Loss	We are using Performance Matters to disaggregate data from local assessments to identify and measure impacts. We also identify students who need more support through our MTSS process.
Children with Disabilities	Social and Emotional Learning	We are using Performance Matters to disaggregate data from local assessments to identify and measure impacts of different subgroups.
Children with Disabilities	Reading Remediation and Improvement	We are using Performance Matters to disaggregate data from local assessments to identify and measure impacts of different subgroups.
Children with Disabilities	Other Areas of Learning Loss	We are using Performance Matters to disaggregate data from local assessments 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
		of different subgroups.
Students Experiencing Homelessness	Social and Emotional Learning	We are using Performance Matters to disaggregate data from local assessments to identify and measure impacts. We also identify students who need more support through our MTSS process.
Students Experiencing Homelessness	Reading Remediation and Improvement	We are using Performance Matters to disaggregate data from local assessments to identify and measure impacts. We also identify students who need more support through our MTSS process.
Students Experiencing Homelessness	Other Areas of Learning Loss	We are using Performance Matters to disaggregate data from local assessments to identify and measure impacts. We also identify students who need more support through our MTSS process.

**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>	413,489	30%	124,047

4. Describe the data sources the LEA is using to identify social and emotional needs of students and identify areas of strength and concerns in the learning environment.

For any new family to Belmont Charter Network, our Family Support Services team does a family intake which includes a brief bio-psych-social evaluation, assessing areas including medication, diagnosis, trauma, outside services, whether the family is in need of service, residential trouble to identify any supports the family needs. Based off of that intake assessment and needs identified, we provide or meet services with outside agencies. At the school, our FSS team provides brief one-on-one counseling based off of grief loss/ anger management, academic need or other areas identified as a direct request from parent, student, request from teacher/staff, or FSS. It ties into our MTSS process and the supports

received are coordinated depending on intensity of situation

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.

<b>Program Activity</b>	<b>Student Group</b>	<b>Type (Universal, Targeted, Intensive)</b>	<b>Number of Students Served</b>
Social Emotional Curriculum Review, Alignment & Expansion	Major Racial and Ethnic Groups	Universal	570
Social Emotional Curriculum Review, Alignment & Expansion	Children from Low-Income Families	Universal	570
Responsive Classroom Training and Implementation	Major Racial and Ethnic Groups	Universal	1,050
Responsive Classroom Training and Implementation	Children from Low-Income Families	Universal	1,050
Responsive Classroom Training and Implementation	Children with Disabilities	Universal	1,050
Community Health/Mental Health evaluation program	Major Racial and Ethnic Groups	Universal	1,050
Community Health/Mental Health evaluation program	Children from Low-Income Families	Universal	1,050

6. How will the LEA assess the success of the SEL program? 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>

Student and staff pre and post survey of SEL curriculum program	Beginning and end of each unit	Students and staff will share their learning and growth through completing pre and post tests for each SEL unit to gauge effectiveness
Routine screening for student health risk including mental health using validated clinical inventories (PHQ9 and S2Bi)	once per student annually	For all students to have completed the routine screening and any that need additional support have been connected with our family support team and counseling/groups set up.
Family Support Services caseload updates	Monthly	The Family Support services team monitors students on its caseload each month and analyzes success of the interventions and counseling offered based on student, staff and family feedback.

**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>	413,489	10%	41,349



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
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	150	Other	Responsive Classroom	External Contractor	Teachers, Counselors, administration, support sta? will be involved in this PD. Professional development for all sta? on creating a student-centered, social and emotional learning approach to teaching and discipline. It is comprised of a set of research, and evidence-based practices designed to create safe, joyful, and engaging classrooms and school communities 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
					both students and teachers

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
Responsive Classroom Assessment Tool for Teachers	Quarterly	All staff showing progress on the Responsive Classroom assessment rubric, moving from developing to either proficient or distinguished by the end of the year.
Performance Matters-Student academic assessment data	Quarterly	A correlation between increased student academic assessments and teachers scoring proficient or distinguished on the Responsive Classroom Assessment rubric

**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>	413,489	8%	33,079

11. What local assessments were used to determine the need to address learning loss in the area of reading? For which specific groups of students was this need evidenced? What were the findings?

The local assessments used are Renaissance Star testing, StarCBM, Fountas and Pinnell Benchmark Assessment System. Students across the grades showed that they needed extra support to address learning gaps.

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:

While many students make a year or more of growth, all students are not making that much growth and students were not able to make a year's worth of growth with the interruptions of learning due to Covid-19.

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.

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<b>Training</b>	<b>Grade Level / ESL / Special Education</b>	<b>Number of Teachers Trained</b>
Wilson Foundations	3rd grade	4
Wilson Systems	Special Education	3
Wilson Just Words	Interventionists	2

14. Describe the evidence-based instructional intervention(s) that address the identified needs of students most disproportionately impacted.

<b>Intervention</b>	<b>Student Group</b>	<b>Number of Students Receiving Intervention</b>	<b>Brief Description of Intervention</b>
Small group and 1:1 support with Reading Interventionists	Major Racial and Ethnic Groups	200	- Small group guided reading with Leveled Literacy Instruction (LLI)- Small group intervention with Wilson Just Words- Small group with Wilson Foundations
Small group and 1:1 support with Reading Interventionists	Children from Low-Income Families	200	- Small group guided reading with Leveled Literacy Instruction (LLI)- Small group intervention with Wilson Just Words- Small group with Wilson Foundations
Small group and 1:1 support with Reading Interventionists	Children with Disabilities	290	- Small group guided reading with Leveled Literacy Instruction (LLI)- Small group intervention with Wilson Just Words- Small group with Wilson Foundations

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
Renaissance Star Testing	3 times a year	The results show students who are performing at and above grade level. It also identifies students who are in need of intervention. By looking at this data over time, we can look for trends to see how effective our literacy program is.
Fountas and Pinnell Benchmark Assessment System	4-6 times a year	The results of these assessments help us to gauge reading levels of students and to identify specific skills to work on to accelerate student growth. By looking at this data over time, we can look for trends to see how effective our literacy program is.

**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>	413,489	52%	215,014

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
Belmont Bootcamp Tutoring Program	Major Racial and Ethnic Groups	300	Belmont Bootcamp is small group, one-on-one after school tutoring to address learning loss for identified students.
Belmont Bootcamp Tutoring Program	Children from Low-Income Families	300	Belmont Bootcamp is small group, one-on-one after school tutoring to address learning loss for identified students.
Belmont Bootcamp Tutoring Program	Children with Disabilities	300	Belmont Bootcamp is small group, one-on-one after school tutoring to address learning loss for identified students.

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
Renaissance Star Testing	3 times a year	The results show students who are performing at and above grade level. It also identifies students who are in need of intervention. By looking at this data over time, we can look for trends to see how effective our literacy program is.

<b>Tool Used to Evaluate Success</b>	<b>Frequency of Use</b>	<b>Expected Results</b>
Fountas and Pinnell Benchmark Assessment System	4-6 times a year	The results of these assessments help us to gauge reading levels of students and to identify specific skills to work on to accelerate student growth. By looking at this data over time, we can look for trends to see how effective our literacy program is.

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

Social and Emotional Learning Budget

**Budget**

\$413,489.00

**Allocation**

\$413,489.00

**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)

124,047

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	\$50,000.00	SEL Curriculum Review, Alignment & Expansion across K-12 (New Initiative)
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$29,000.00	Responsive Classroom Training
2400 - Health Support Services	300 - Purchased Professional and Technical Services	\$175,500.00	Community Health/Mental Health universal screening program
		<b>\$254,500.00</b>	



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

Social and Emotional Learning Professional Development Budget

**Budget**

\$413,489.00

**Allocation**

\$413,489.00

**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)

41,349

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$45,000.00	Restorative Practices Training (train the trainer model)
		<b>\$45,000.00</b>	

**Section: Budget - Reading Improvement Budget**

Reading Improvement Budget

**Budget**

\$413,489.00

**Allocation**

\$413,489.00

**Budget Over(Under) Allocation**

\$0.00

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

33,080

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$38,989.00	New Elementary Reading Curriculum K-5 to address learning loss and DEI initiative
		<b>\$38,989.00</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>	413,489	254,500	45,000	38,989	75,000

**Learning Loss Expenditures**

**Budget**

\$413,489.00

**Allocation**

\$413,489.00

**Budget Over(Under) Allocation**

\$0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$75,000.00	Belmont Bootcamp salaries, additional hrs/ stipends for staff
		<b>\$75,000.00</b>	



**Section: Budget - Budget Summary**

**BUDGET OVERVIEW**

**Budget**

\$413,489.00

**Allocation**

\$413,489.00

**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	\$75,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$38,989.00	\$0.00	\$113,989.00
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	\$29,000.00	\$0.00	\$0.00	\$50,000.00	\$0.00	\$79,000.00
2200 Staff Support Services	\$0.00	\$0.00	\$45,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$45,000.00
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	\$175,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$175,500.00
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

	<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>\$75,000.00</b>	<b>\$0.00</b>	<b>\$249,500.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$88,989.00</b>	<b>\$0.00</b>	<b>\$413,489.00</b>
<b>Approved Indirect Cost/Operational Rate: 0.0000</b>								<b>\$0.00</b>
<b>Final</b>								<b>\$413,489.00</b>