

## 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>	To support the social-emotional well-being of its student body, Harambee Institute plans to employ two full-time SEL paraprofessionals as well as an MTSS coordinator. These positions will enhance our specialized services team, which also consists of two certified / highly qualified school counselors. The primary focus of the counseling team will be to administer baseline surveys utilizing the Panorama Education system for data collection, student and adult social-emotional learning, and professional development. Panorama will help all teachers, counselors, and administrators to act on data to improve student outcomes in social-emotional learning, family engagement, MTSS, and school climate. The use of focus groups for parents, students, and teachers will also be utilized to assess the needs of our stakeholders. The guidelines and framework for the surveys and follow-up curriculum will come directly from the American School Counselors Association and its manual for supporting students' social and emotional learning and mental and behavioral health amidst COVID-19. Harambee will work to develop a tiered system of strategies and supports based on the data results of the reentry surveys. Students' support will be driven by the individual student's data and continue throughout the school year.
<b>Professional Development for Social and Emotional Learning</b>	Harambee plans to enhance its usage of two critical platforms for Social-Emotional Learning and provide targeted professional development to teachers, staff, and paraprofessionals. Beginning January 2022, all teachers will be trained in the 7 Mindsets Program. The 7 Mindsets offer professional development that is researched based and will provide an SEL methodology and framework that is sustainable for educators and students. Teachers and staff will also be trained in how to use the panorama system to support social-emotional learning. Panorama will provide training on using the system to find reliable ways to measure and improve social-emotional learning in our school. The professional development will be customized based on the results of the baseline data and will be a direct response to the needs of the students and teachers. To

	<b>Method used to Understand Each Type of Impact</b>
	that end, we plan to host a professional development series that will begin in January 2022 and carry out monthly sessions until the school year's conclusion. The topics will reflex the needs discovered from schoolwide assessments and will be facilitated by experts in the desired field.
<b>Reading Remediation and Improvement for Students</b>	Harambee will measure the extent of the Covid 19- pandemic on student learning by first collecting student baseline data in reading that will be used to create intervention plans for all students. Teachers in each grade band will be rostered to a class targeted for reading remediation and improvement. The goals of the course are as follows; 1. To begin the remediation and restoration of student learning due to learning loss incurred due to the pandemic. 2. To integrate academic intervention in reading and to foster a schoolwide love for reading. 3. To provide additional learning opportunities to students who exhibited chronic absenteeism due to the pandemic. Harambee will also track student data with the following measures; 1. Pre-Test 2. Post Test 3. Student performance incentives for growth 4. Student data conversations 5. Pre and post student surveys. The results from the survey will determine which students will be mandated to participate in the intervention programs to show learning restoration. The core curricula for the remediation and intervention studies are Focus Reading Intervention by Teacher Created Materials. Epic Reading, IXL Reading, and Measuring Up Workbooks.
<b>Other Learning Loss</b>	To determine the impact that the COVID-19 Pandemic has had on student learning, Harambee will assess all students in grades first through eight within the first two weeks of the 2021-22 school year. Students will be assessed in both English Language Art and Mathematics through the utilization of a school-wide assessment system which includes the AIMS Web, IXL, and READY Math platforms. The data collected in this initial baseline assessment will be analyzed by an academic team which will include the classroom teachers, instructional coach, and the Assistant Principal of Instruction. After administering a detailed analysis of the data, the results will be used to mitigate the impact of lost instructional time by implementing rostered intervention periods, small group instruction, and afterschool tutoring opportunities that will target students' individual learning needs. Additionally, all student data will be used to implement a multi-tiered system of support for those impacted that will be facilitated and monitored by the school's appointed MTSS Coordinator.

**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	Other Areas of Learning Loss	<p>The strategies that will be used to identify and measure impacts on students from low-income families are as follows:</p> <ol style="list-style-type: none"> <li>1. Qualitative study - student interviews</li> <li>2. Quantitative Study -Students assessments in Reading and comprehension</li> <li>3. Progress monitoring</li> <li>4. Reading level assessment using IXL program and Aimms web</li> </ol>
Children with Disabilities	Social and Emotional Learning	<p>In order to determine the impact on children with disabilities, Harambee has and will continue to implement the following strategies:</p> <ol style="list-style-type: none"> <li>1. School Counselor Observations</li> <li>2. Summative and formative student assessments</li> <li>3. Parent and student focus groups</li> <li>4. Student and parent survey</li> <li>5. Parent and student interviews</li> </ol>

**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>	207,367	30%	62,210

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 data sources that Harambee is using and will continue to use to identify social and emotional needs are student surveys, in-person observations, group interviews, and one-to-one interviews. These sources are also used to determine areas of strength and concerns in the learning environment. We will use the panorama platform to house all of our data in one place and allow for easy implementation of research-based strategies to address the needs of our student population.

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
Mindfulness Morning	Children from Low-Income Families	Universal	300
Yoga Infusion Class	Children from Low-Income Families	Universal	250
Mentoring Program	Children with Disabilities	Targeted	50

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 Surveys	Weekly	We expected to see an increase in students' mood and behavior for the day.
Dean Office Reports	Monthly	We expect to see a decrease in student behavior reports.
Parent Surveys	bi- weekly	We expect to see a positive change in student social-emotional wellbeing at home.

**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>	207,367	10%	20,737

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;	40	Teacher	7 Mindsets	External Contractor	Engaging professional development and training to ignite teacher passion and support student growth. After this session all staff will be able to utilize the 7 Mindsets curriculum to support students social emotional

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
					learning .
d. Mentoring students who have attendance issues before it becomes a pattern;	10	Support Staff	Assistant Principal	Internal Staff	The School-wide attendance team will be trained on best practices and strategies to improve student engagement and attendance.

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
Surveys	After Each professional development session	We expect that teachers will have learned strategies that they can implement in their practice.

**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>	207,367	8%	16,589

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 assessment that was used to determine the need to address learning loss was the IXL reading assessment. IXL is a real-time diagnostic that shows what students know in reading. The data from our baseline assessment shows that 52% of our students are below grade level in reading . The need was evident for students from low-income families.

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:

According to our local assessment as well as the PVASS data, our students in the categories of below basic and far below basic are continuously showing growth. In most case student in this group are on target to make at least one year's worth of growth.

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
HMH Journeys	K-5	15

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
Focused Intervention Reading	Children from Low-Income Families	300	A supplemental intervention program that aligns to the common core standards and can be used during small group 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
Benchmark Assessments	quarterly	We expect to see an increase in student scores

**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)

			<b>Maximum Allocation</b>
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	Total LEA Allocation	Multiply by 52% (.52)	for Other Learning Loss Activities
<b>52% Other Learning Loss Activities</b>	207,367	52%	107,831

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
Focused Math Intervention	Children from Low-Income Families	400	A supplemental Math program that is aligned with the common core state standards.

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
Benchmark Assessment	Quarterly	We expect to see an increase in students math benchmark scores

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

Social and Emotional Learning Budget

**Budget**

\$207,367.00

**Allocation**

\$207,367.00

**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)

62,210

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$25,000.00	To support the purchase of the Panorama Education System to administer baseline surveys, collect and analyze data about social-emotional learning, school climate, and family engagement.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$10,000.00	Parent and Community Engagement Liaison to lead the school in meaningful communication with stakeholders.

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$27,210.00	(2) SEL Paraprofessionals to assist teachers with the delivery of the SEL program.
		<b>\$62,210.00</b>	

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

Social and Emotional Learning Professional Development Budget

**Budget**

\$207,367.00

**Allocation**

\$207,367.00

**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)

20,737

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$15,737.00	School-wide professional development sessions on the methodology and framework of the 7 Mindsets Program curriculum.
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$5,000.00	Mental health and wellness sessions for staff to support and address mental health well-being and coping strategies.
		<b>\$20,737.00</b>	

**Section: Budget - Reading Improvement Budget**

Reading Improvement Budget

**Budget**

\$207,367.00

**Allocation**

\$207,367.00

**Budget Over(Under) Allocation**

\$0.00

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

16,589

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$16,589.00	Focused Intervention materials for reading.
		<b>\$16,589.00</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>	207,367	62,210	20,737	16,589	107,831

**Learning Loss Expenditures**

**Budget**

\$207,367.00

**Allocation**

\$207,367.00

**Budget Over(Under) Allocation**

\$0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$10,000.00	To support the purchase of the Focused Intervention program for Math.

<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$15,000.00	Upgrade to IXL intervention system to support special education subgroup.
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$25,000.00	Stipends for Attendance Team staff.
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$7,500.00	Training for the Attendance Team staff to support the Counseling Department with parent communication and engagement.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$50,331.00	Salary for MTSS Intervention Coordinator.
		<b>\$107,831.00</b>	

**Section: Budget - Budget Summary**

**BUDGET OVERVIEW**

**Budget**

\$207,367.00

**Allocation**

\$207,367.00

**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	\$77,541.00	\$0.00	\$45,000.00	\$0.00	\$0.00	\$16,589.00	\$0.00	\$139,130.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$15,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$15,000.00
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>	\$25,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$25,000.00
<b>2200 Staff Support Services</b>	\$0.00	\$0.00	\$28,237.00	\$0.00	\$0.00	\$0.00	\$0.00	\$28,237.00
<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	\$0.00	\$0.00	\$0.00	\$0.00
<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>\$102,541.00</b>	<b>\$0.00</b>	<b>\$88,237.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$16,589.00</b>	<b>\$0.00</b>	<b>\$207,367.00</b>
<b>Approved Indirect Cost/Operational Rate: 0.0000</b>								<b>\$0.00</b>
<b>Final</b>								<b>\$207,367.00</b>