Section: Narratives - Needs Assessment

Introduction

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

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

Percentage of LEA Allocation - Required Activities

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

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

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

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

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

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

> 1) A description of each program and activity

> 2) A narrative outlining the expected benefit of each program and activity

> 3) A budget for each program and activity detailing personnel and operating costs.

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

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

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

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

Indicators of Impact

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

	Method used to Understand Each Type of Impact
Social and Emotional Learning	Meetings with faculty and adminsitrators have been held to discuss the unique and difficult behaviors students have demonstrated since returning from the pandemic. Discipline data has been evaluated and there are high numbers of inappropriate emotional outbursts as well as physical altercations. Discussions with students and parents have revealed the concern for much need support for the emotional needs of students. A screener is also being purchased to assist with specific identification of SEL needs.
Professional Development for Social and Emotional Learning	Meetings with faculty and adminsitrators have been held to discuss the unique and difficult behaviors students have demonstrated since returning from the pandemic. Discipline data has been evaluated and there are high numbers of inappropriate emotional outbursts as well as physical altercations. Due to the unique behaviors and limited resources staff and administration has expressed the need to better undertsnad how to evaluate and address the SEL concerns through a screener and PD on how to evaluate the intervene.
Reading Remediation and Improvement for Students	Local assessments and state assesments have demonstrated a need for additional reading services in the Coatesville Area School District. 70% of the students are scoring below grade level for English Language Arts.
Other Learning Loss	CASD's benchmark and diagnostic data has demonstrated the greatest need in the area of Reaning and literature. However there is also a great need to address learning loss in the area of Math. As the district identifies specific needs in math it will continue to address the deficits through curriclum alignment and interventions.

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	CASD will implement a screener to identify students in need of SEL support. Porgramming to address these needs will be purchased to provide interventions, strategies, and skills needed to address the SEL needs of studdents.
Children from Low-Income Families	Reading Remediation and Improvement	Students identified as low income students have demonstrated a great need to address reading deficits. Interventions through the use of Reading Specialists have been used in grades K-7. There is now a need to support students in upper grades 8-12 to address gaps in foundational reading skills.
Children from Low-Income Families	Other Areas of Learning Loss	The need to support our students in math is evident through diagnostic and benchmark testing. Students are in need of interventions to support basic math skills as well as higher order thinking skills to master math concepts.

Section: Narratives - Learning Loss Program Questions

Learning Loss Program Questions: In this section, LEAs are asked to describe the activities they have designed to support accelerated learning to combat learning loss caused by the COVID-19 pandemic for their students. Please use the following link to ensure that your calculated values below are equal to the values published on PDE's website. The file contains your LEA's MINIMUM required reserves for Learning Loss to address SEL, SEL PD, and Reading Improvement. Click to download reserve amounts.

*LEA's can choose to spend MORE than the minimum required reserves for Learning Loss. Those values will be entered in the budget sections.

Section 3a – Social and Emotional Learning: As schools across the Commonwealth return to school, LEAs face increased challenges in addressing the mental health needs of their students and staff. LEAs are required to utilize **A MINIMUM of THIRTY PERCENT (30%)** of funding available through this grant application to support the Social and Emotional Learning of their students. In this section, LEAs are asked to describe the activities they have designed to address these needs. Please reference the SEL framework to assist in developing this plan.

3. Calculate 30% of LEA Allocation as the **MINIMUM REQUIRED RESERVE** for Social and Emotional Learning. (Calculation will populate when you click the Save button)

   - This value will be needed in the corresponding budget section.

	Total LEA Allocation	Multiply by 30% (.30)	Minimum Allocation for SEL
Minimum 30% SEL Requirement	776,542	30%	232,963

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.

CASD has evaluated discipline referrals, referrals for mental health services, and referrals for counseling services. There are a large number of staff and administrators that have expressed the need to support the climate of the building due to the unique behaviors and inappropriate emotional outbursts by student, specifically in grades 10-12. The referrals lead to parent and student conferences that often provide information to staff about outside agencies supporting the emotional needs of children. CASD is in need of a climate coach at the 10-12 building to assist students in transfering the skills learned during counseling or meetings with a social worker into the school setting.

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
Students will be provided the opportunity to meet with the climate coach to work through communication and emotional outbursts. Climate coach is a liaison between school, home, and outsuide agencies	Children from Low-Income Families	Targeted	100

6. How will the LEA assess the success of the SEL program? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Student SIS to evaluate discipline referals.	Bi-Weekly	Student discipline referals will be reduced by 50%.

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

	Total LEA Allocation	Multiply by 10% (.10)	Minimum Allocation for SEL PD
Minimum 10% SEL PD Requirement	776,542	10%	77,654

8. Describe the planned professional development activities and how the activity will ensure that teachers/staff are equipped with training/support on the following:
   a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;
   b. Identifying signs of possible mental health issues and providing culturally relevant support;
   c. Motivating students that have been disengaged;
   d. Mentoring students who have attendance issues before it becomes a pattern;
   e. Self-care and mindfulness strategies for teachers;
   f. Engaging and communicating effectively with parents;
   g. Working with community agencies to address non-academic needs.

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
b. Identifying signs of possible mental health issues and providing culturally relevant support;	150	Teacher	Trained Representative of the Screener	External Contractor	Teachers will be trained to administer a SEL screener.
b. Identifying signs of possible mental health issues and providing culturally relevant support;	7	Counselor	Trained Representative of the Screener	External Contractor	Counselors will be trained to administer SEL screener.

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 training.	Counselors and teachers will understand the administration of the SEL screener in an effort to assist the climate of CASD schools.

Section 3c - Reading Improvement for Students:

LEA allocations in Reading improvement should be used to increase the best practice in the implementation of research-based reading instruction and acceleration. As schools are planning the most effective use for this 8% set aside for reading instruction and acceleration, they should contemplate the use of structured literacy (also known as Science of Literacy) to develop reading instruction and remediation. Please reference the Structured Literacy framework to assist in developing this plan LINK NEEDED

LEAs are required to utilize **A MINIMUM of EIGHT PERCENT (8%)** of their ARP-ESSER allocation for research-based reading instruction. In this section, describe the course of action to remediate and improve reading gaps through research-based practices.

10. Calculate 8% of LEA Allocation as the **MINIMUM REQUIRED RESERVE** for Reading Improvement for Students. (Calculation will populate when you click the Save button)

- This value will be needed in the corresponding budget section.

	Total LEA Allocation	Multiply by 8% (.08)	Minimum Allocation for Reading Improvement
Minimum 8% Reading Improvement Requirement	776,542	8%	62,123

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?

CASD administers Acadience and NWEA MAP assessments. An average of 65% of the students in grades 3-6 will need strategic or intensive supports and interventions in literacy. An average of 50% of CASD students, in grades 7-11, scored in the low or low average range based on the national norms for students assessed during the fall using the MAP Growth Assessment for Language Arts. Along with these assessments the state standardized tests

have indicated that 70% of CASD students in grades 3-8 have score basic or below basic in reading. 60% of the students that took the Literature Keystone exam scored basic or below basic.

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:

Recent data indicates that at-risk students have not made one year's worth of growth based on recent scores. Overall, PSSA and Keystone scores are low. This could be for various reasons, most recently the pandemic, their learning environment, the testing environment, trauma, stress, or anxiety caused by the what students have had to endure over the last 2 school years. CASD will be using state standardized testing data along with other data points to begin planning for instruction, interventions for individual and groups of students, and to guide curriculum writing.

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
SPIRE	6-12 SpEd, reading specialists	186
Sonday System	K-6 select SpEd staff; 7-12 SpEd; reading specialists	50
95% Group Phonics Screener for Intervention, Phonics Lesson Library, Phonics Chip Kit	K-5 (including general education and ESL)	191
Heggerty Phonemic Awareness Curriculum	K-5 (including general education, ESL, and SpEd)	164

Training	Grade Level / ESL / Special Education	Number of Teachers Trained
Heggerty Bridge the Gap	K-5 SpEd	33
Lexia Core5 and PowerUp	K-5 (all staff); 6-12 (ELA, ESL, SpEd), reading specialists	225
Understanding the Difference Between Balanced and Structured Literacy	K-12 teachers (curriculum writers)	50
Introduction to the Science of Reading: Scarborough's Rope	K-7 teachers (including all general education, ESL, and special education staff)	195
Language Essentials for Teachers of Reading and Spelling (Modules 1-4 in progress)	Reading Specialists, SpEd (6-12th grade)	23

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
Universal Screening (academic)	Children from Low-Income Families	4,322	In Fall, Winter, and Spring, we complete benchmark assessments (or Universal Screeners). Universal screening data is used to inform instruction and intervention.
Universal Screening (behavior, social-emotional learning)	Children from Low-Income Families	781	In Fall, Winter, and Spring, we complete benchmark assessments (or Universal Screeners). Universal screening

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			data is used to inform instruction and intervention.
Implementation of Data Teams	Children from Low-Income Families	3,052	District, building, and grade level teams meet regularly to review/analyze student data, to design a plan of action to address the needs of students deemed at risk, and to review/monitor the effectiveness of the plan once it has been implemented. The district established an MTSS Toolkit to assist staff with effectively utilizing data to inform instruction and intervention. The toolkit includes guidance for school personnel about the appropriate time to refer a student for an evaluation, including processes that should be completed before evaluation is considered.
			The district has

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Implementation of evidence-based Tier 2/3 intervention programs to address the needs of students at risk for academic failure (95% Group, Heggerty, SPIRE, Sonday, REWARDS, etc.)	Children from Low-Income Families	500	established a menu of Tier 2/3 intervention programs and resources for students not meeting established literacy benchmarks. All resources are evidence-based and align with the principals of structured literacy.
Implementation of supplemental curricular resources (Lexia, IXL, etc.) to help address gaps in learning and to help accelerate student progress.	Children from Low-Income Families	5,300	The district has adopted several online tools to help combat learning loss/unfinished learning, to encourage differentiation, and to accelerate the learning of all students.
School-Wide Positive Behavior Intervention and Supports	Children from Low-Income Families	5,300	The district utilizes Positive Behavior Intervention and Supports (PBIS) to proactively teach and reinforce prosocial behavior and increase student learning. Each district building is currently at a different phase of implementation based on initial formal training, on-going coaching, etc. Tier 2 and 3 interventions vary by school based on phase of implementation.

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Increased availability of mental health services/supports	Children from Low-Income Families	5,300	The district has increased the number of Mental Health Specialists across the district to include one full-time MHT in each district building to support the social and emotional needs of all students, but especially those disproportionately impacted by the pandemic.

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
Acadience Benchmark Assessment	3 times a year, but progress monitoring will occur with Tier 2 and Tier 3 students	15% of the students will see growth between each benchmark assessment..
NWEA MAP Diagnostic Assessment	3 time s ayear	15% of the students will see growth between each diagnostic assessment.

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
52% Other Learning Loss Activities	776,542	52%	403,802

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
Addition of 2 Reading Specialists at the Campus	Children from Low-Income Families	250	Students at the Intermediate and Senior High Schools are in need of direct explicit reading instruction. There are limited reading supports and instructors at the campus and 2 reading specialists will target specific students in grades 8-12 to address reading needs.

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
NWEA MAP Diagnostis Assessments	3 times a year	15% of the students will see growth between each diagnostic assessment.

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

$776,542.00
Allocation
$776,542.00

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)

232,963

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$137,417.00	Salaries to fund a climate coach for the Senior High School. This individual will be a liaison between community based services and the senior high school.The Climate Coach will (a) lead the effort to build and maintain a strong, positive achievement-oriented school culture that nurtures, inspires, and empowers students to become successful adults with 21st century skills; (b) work closely with teachers, students, and parents to provide positive behavior supports and interventions; and (c)

Function	Object	Amount	Description
			develop, enhance, and provide technical support for the implementation of a school- wide PBIS framework.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$95,546.00	Benefits to fund a climate coach for the Senior High School. This individual will be a liaison between community based services and the senior high school.The Climate Coach will (a) lead the effort to build and maintain a strong, positive achievement-oriented school culture that nurtures, inspires, and empowers students to become successful adults with 21st century skills; (b) work closely with teachers, students, and parents to provide positive behavior supports and interventions; and (c) develop, enhance, and provide technical support for the implementation of a school- wide PBIS framework.
		$232,963.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

$776,542.00

Allocation

$776,542.00

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)

77,654

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	500 - Other Purchased Services	$77,654.00	Professional Development for the implementation of a universal SEL screener and for the implementation of an SEL program that supports PBIS initiatives in the CASD.
		$77,654.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

$776,542.00
Allocation

$776,542.00

Budget Over(Under) Allocation

$0.00

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

62,123

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$251,472.00	Salaries for the addition of 2 reading specialists to support instruction at the senior high school.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$191,092.00	Benefits for the addition of 2 reading specialists to support instruction at the senior high school.
		$442,564.00	

Section: Budget - Other Learning Loss Expenditures

Learning Loss Budget

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

	Total LEA Allocation	30% SEL Budgeted Value	10% SEL PD Budgeted Value	8% Reading Improvement Budgeted Value	Remaining Allocation for Other Learning Loss Activities
Other Learning Loss Activities Amount	776,542	232,963	77,654	62,123	403,802

Learning Loss Expenditures

Budget

$776,542.00

Allocation

$776,542.00

Budget Over(Under) Allocation

$0.00

Budget Overview

Function	Object	Amount	Description
1000 - Instruction	500 - Other Purchased Services	$23,361.00	Professinonal development for trains on structured literacy.
		$23,361.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

$776,542.00

Allocation

$776,542.00

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	$23,361.00	$0.00	$0.00	$23,361.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	$388,889.00	$286,638.00	$0.00	$0.00	$0.00	$0.00	$0.00	$675,527.00
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 Education	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
Programs								
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	$77,654.00	$0.00	$0.00	$77,654.00
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
3200 Student Activities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
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
	$388,889.00	$286,638.00	$0.00	$0.00	$101,015.00	$0.00	$0.00	$776,542.00
				Approved Indirect Cost/Operational Rate: 0.0000				$0.00
				Final				$776,542.00