

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	The LEA has committed to providing a robust Multi-Tiered System of Supports (MTSS) as a proactive, holistic tiered system of support designed so that all students have equitable access to high-quality instruction and interventions to meet all student academic and social and emotional learning needs. The Philadelphia Community Youth Court, (PCYC). has been contracted to support 40 scholars as identified through our Multi-Tiered Support System (MTSS) that has been demeaned chronically truant due to the COVID-19 pandemic. PCYS works with the scholar, the family, and incorporates community resources. A significant part of their work is to close the learning loss that is a direct correlation to them missing school. Not only does the learn loss causes them to fall behind their peers in the classroom it leads to low self-esteem and increases the likelihood that these at-risk schPCYC through family conferences determines the most effective means of controlling the unexcused absences, the causes of the truant behavior. Even though the underlying cause may be the pandemic the resources needed vary from individual to individual. olars will drop out thus leading to delinquent behaviors.
Professional Development for Social and Emotional Learning	The LEA provided a very targeted Professional Development session for Social and Emotional Learning entitled “Social Emotional Learning Begins with You.” Conducted by Dr. Daniel Lee, Sr. Psy.D., CSP, Principal Consultant of N-PSY-T Psychological Services. Dr. Lee is contracted by the LEA to provide ongoing professional development supporting teacher and support staff on the social and emotional needs of our students, staff and families.
Reading Remediation and Improvement for Students	The LEA has also through the MTSS process have added to our Tiered 2 and Tiered 3 level of supports for approximately 5-8% of our scholars using Reading Specialists (total of 2) to address student reading remediation using the Wilson Reading System (WRS).
	The LEA has also through the MTSS process have added to our Tiered 2

	Method used to Understand Each Type of Impact
Other Learning Loss	level of supports for approximately 10-15% of our scholars Interventionist Teachers (total of 2) to provide targeted support to address student academic losses in the areas of Math and English and Language Arts.

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
Major Racial or Ethnic Groups	Reading Remediation and Improvement	• Weekly MTSS Meetings. • Benchmark assessments
Children from Low-Income Families	Other Areas of Learning Loss	• Weekly MTSS Meetings
Children with Disabilities	Other Areas of Learning Loss	• Progress Notes
Gender	Social and Emotional Learning	• Weekly MTSS Meetings

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	245,476	30%	73,643

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.

MTSS referral package, MTSS notes, referrals to the Philadelphia Community Youth Court. The Philadelphia Community Youth Court, (PCYC). has been contracted to support 40 scholars as identified through our Multi-Tiered Support System (MTSS) that has been demeaned chronically truant due to the COVID-19 pandemic. PCYS works with the scholar, the family, and incorporates community resources. A significant part of their work is to close the learning loss that is a direct correlation to them missing school. Not only does the learn loss causes them to fall behind their peers in the classroom it leads to low self-esteem and increases the likelihood that these at-risk scholars will drop out thus leading to delinquent

behaviors. PCYC through family conferences determines the most effective means of controlling the unexcused absences, the causes of the truant behavior. Even though the underlying cause may be the pandemic the resources needed vary from individual to individual.

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
Reading Programs	Major Racial and Ethnic Groups	Universal	580
Philadelphia Community Youth Court	Gender	Targeted	40
Wilson Reading System	Children from Low-Income Families	Targeted	50
Wilson Reading System	Children with Disabilities	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
Attendance	Daily	Increase attendance rates
Restorative Circles to check on Classroom Treatment Plans	Weekly	Reduced out of school suspension
Social Emotional Education	Weekly	Building community relationships among peers, teachers, and staff
Compliance to Youth Court Sanctions	Bi-Weekly	Increased academic productivity

Tool Used to Evaluate Success	Frequency of Use	Expected Results
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Section 3b – Social and Emotional Learning Professional Development: LEAs face increased challenges in addressing the mental health needs of their students and staff. LEAs are required to utilize **A MINIMUM OF TEN PERCENT (10%)** of funding available through this grant application to support professional development activities and technical assistance for educators, school support staff, school leaders and school health professionals to address the social, emotional and mental health needs of students. In this section, LEAs are asked to describe the activities they have designed to address these needs.

7. Calculate 10% of LEA Allocation as the **MINIMUM REQUIRED RESERVE** for Social and Emotional Learning Professional Development. (Calculation will populate when you click the Save button)

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

	Total LEA Allocation	Multiply by 10% (.10)	Minimum Allocation for SEL PD
Minimum 10% SEL PD Requirement	245,476	10%	24,548

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
					Administration, Teachers,

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;	75	Other	Dr. Daniel Lee, Psy.D., CSP, Principal Consultant, N-PSY-T Psychological Services	External Contractor	Counselor, and Support Staff will be involved. Social Emotional Learning Begins with You. Focused on teaching staff SEL strategies using an experiential learning format that had them participate in activities through a self-reflective process with the intent of understanding their students' need for SEL supports and how to deliver them effectively
					Administration, Teachers, Counselor, and Support Staff will be involved. Race and Ethnicity Lecture for Teachers "Hidden in Plain Sight – Communication Styles 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
b. Identifying signs of possible mental health issues and providing culturally relevant support;	75	Other	Dr. Portia Hunt, Eclipse Consultant Group, Inc	External Contractor	Teachers” Develop a safe climate for staff to explore the effects of early socialization behaviors and beliefs that influence social interactions between individuals from different racial groups. *Sharpen observational skills of communication styles between Blacks/BIPOC and Whites in mixed race settings.
					Administration, Counselor, Nurses, Behavior Support Specialist, Academic, Special Education Liaison, Coaches, Social Services Liaison, Dean of Students, and Philadelphia Community

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
d. Mentoring students who have attendance issues before it becomes a pattern;	12	Other	Lori Harris, Pillars of Peace, LLC.	External Contractor	Youth Court, CEO will be involved. Student Attendance Improvement Process/Conferencing (SAI): Monitor attendance:• Support teachers in following attendance procedure• Run Biweekly attendance reports Facilitate and support parental understanding of scholars' academic achievement and attendanceConf erence with parents/guardia ns about attendance issues Collaborate with UICS Youth Court around chronic attendance issue assigning restorative sanctions and mentorship.

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
MTSS meetings	Weekly	Moving scholars from tier 2/3 tier 1.

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	245,476	8%	19,638

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 LEA will use the following local assessments to determine the learning loss in the area of reading Developmental Reading Assessment Third Edition: (DRA 3rd Edition) Grades K-2. Edmentum 3-8. Early benchmarking and assessment findings has reviled that student growth

has been stagnated to no growth at all from the prior school year.

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:

The LEA PVAAS data has shown grown in our students reading growth for the past three years.

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
Bi-Weekly Professional Learning Team, (PLT), Meetings	K-8/ESL/Special Education	31

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
			WRS is an intensive Tier 3 program for students in grades 2-12 and adults with word-level deficits who are not making sufficient progress

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Wilson Reading System (WRS)	Children from Low-Income Families	50	through their current intervention; have been unable to learn with other teaching strategies and require multisensory language instruction; or who require more intensive structured literacy instruction due to a language-based learning disability, such as dyslexia.

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
Developmental Reading Assessment Third Edition DRA™3	4 times a year	Scholars achieve at least one year of reading growth
Edmentum	3 times a year	Scholars will increase their standardized test performance by 10% in literacy
Pennsylvania System School Assessment (PSSA)	Annually	Scholars will increase their standardized test performance by 10% literacy

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	245,476	52%	127,648

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
Children Literacy Initiative (CLI)	Children from Low-Income Families	225	CLI helps teachers, school-based coaches, teacher leaders, principals, and district leaders implement strategies & systems for continuous improvement of early literacy instruction. • One-on-One Individualized Coaching • Grade Level Coaching • Small Group Coaching Sessions • Leadership Coaching

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

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Developmental Reading Assessment Third Edition DRA™3	4 times a year	Scholars achieve at least one year of reading growth
Edmentum	3 times a year	Scholars will increase their standardized test performance by 10% in literacy

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

\$245,476.00

Allocation

\$245,476.00

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)

73,643

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$30,000.00	N-PSY-T Psychological Services;Provide crisis management and psychological consultation and support to staff, students, and families -focus: Trauma Informed School Environment with a focus on COVID-related Stress and social emotional learning supports for the population during the distance period.
			Philadelphia Community Youth Court; Philadelphia Community Youth Court is an

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$130,929.00	organization that was founded in July 2012 as a pilot program designed to help eradicate the school to prison pipeline, funding teh program for 3 FYs'
		\$160,929.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$245,476.00

Allocation

\$245,476.00

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)

24,548

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$24,548.00	Woodloch Family and Cooperate Resort for school professional development
		\$24,548.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$245,476.00

Allocation

\$245,476.00

Budget Over(Under) Allocation

\$0.00

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

19,639

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	\$11,500.00	Wilson Reading System Level 1 Certificate for Special Education Teachers and Interventionist Teachers
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$8,138.00	Teachers paid to work with scholars after school with Tier 2 Readers using the Wilson Reading program
		\$19,638.00	

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	245,476	73,643	24,548	19,639	127,646

Learning Loss Expenditures

Budget

\$245,476.00

Allocation

\$245,476.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$24,000.00	Emotional Wellness program through FY 24
3300 - Community Services	300 - Purchased Professional and Technical Services	\$16,361.00	Enrichment activities

Function	Object	Amount	Description
		\$40,361.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

\$245,476.00

Allocation

\$245,476.00

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	\$8,138.00	\$0.00	\$0.00	\$0.00	\$11,500.00	\$0.00	\$0.00	\$19,638.00
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	\$184,929.00	\$0.00	\$0.00	\$0.00	\$0.00	\$184,929.00
2200 Staff Support Services	\$0.00	\$0.00	\$24,548.00	\$0.00	\$0.00	\$0.00	\$0.00	\$24,548.00
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$16,361.00	\$0.00	\$0.00	\$0.00	\$0.00	\$16,361.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$8,138.00	\$0.00	\$225,838.00	\$0.00	\$11,500.00	\$0.00	\$0.00	\$245,476.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$245,476.00