

Section: Narratives - Building Information

School Building Name

Please enter the school building information in the table below for each A-TSI designated School that will be included in this application.

School Building Name	4 Digit Building Number
Albert Gallatin Area High School	6001

Section: Narratives - Assessing Impacts and Needs

SCHOOLS DESIGNATED A-TSI ARP ESSER APPLICATION

The Pennsylvania Department of Education (PDE) recognizes the extraordinary efforts made by Local Education Agencies (LEAs), schools, and educators to support students during the COVID-19 pandemic. The application below requests information from designated A-TSI Schools within the LEA about: (1) Needs and impacts resulting from the pandemic, (2) Stakeholder engagement in the development of local plans to respond to these needs and impacts, (3) Specific elements in the designated A-TSI School Plan for the Use of ARP ESSER Funds; and (4) Plans for monitoring and measuring progress. As submitted and accepted by PDE in final form, this application shall become part of the Grant Agreement for ARP ESSER funds as Appendix B. As used in this application, "the LEA" refers to the Grantee defined in the Grant Agreement, which will be applying for the funds on behalf of the A-TSI designated School within the LEA.

Like Comprehensive Support and Improvement (CSI) schools, Additional Targeted Support and Improvement (A-TSI) schools are designated every three years, when one or more student groups in a school perform below the CSI thresholds for academic proficiency, academic growth, and at least one additional indicator. Also consistent with CSI determinations, any school in which the combined four- and five-year adjusted cohort graduation rate for one or more student groups is 67 percent or below will be designated for A-TSI.

ARP ESSER includes a significant focus on vulnerable student populations. Given these requirements, as well as PDE's own equity commitments, the designated A-TSI School application includes specific fields requesting information on programs to serve student groups that have experienced disproportionate impacts from the pandemic. Student groups are inclusive of the following:

- Students from low-income families;
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity);
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender);
- English learners;
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA]);
- Students experiencing homelessness;
- Children and youth in foster care;
- Migrant students; and
- Other groups disproportionately impacted by the pandemic that have been identified by the A-TSI designated School (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, and LGBTQ+ students).

Section I: Assessing Impacts and Needs

In this first section, A-TSI designated Schools are asked to describe the impact of the pandemic on their students, examine disproportionate impacts on specific student groups, and highlight the A-TSI designated School'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 A-TSI designated School 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) Academic impact of lost instructional time, (2) Chronic absenteeism, (3) Student engagement, and (4) Social-emotional well-being?

Academic Impact of Lost Instructional Time

School Building Name	Methods Used to Understand Each Type of Impact
Albert Gallatin Area High School	Student Grades Teacher InputParent Input

Chronic Absenteeism

School Building Name	Methods Used to Understand Each Type of Impact
Albert Gallatin Area High School	Attendance Rates Student GradesTeacher InputParent Input

Social-emotional Well-being

School Building Name	Method Used to Understand Each Type of Impact
Albert Gallatin Area High School	Mental Health and Behavior ReferralsTeacher and Parent InputAttendance PatternsStudent Grades

Student Engagement

School Building Name	Method Used to Understand Each Type of Impact
Albert Gallatin Area High School	Attendance RatesStudent GradesTeacher InputParent Input

Other Indicators

School Building Name	Methods Used to Understand Each Type of Impact

Documenting Disproportionate Impacts

2. Identify the **student** groups in the A-TSI designated School that faced particularly significant impacts from the pandemic. Note that the student group(s) for which the school was designated A-TSI should be included in this listing. For each student group, provide specific strategies that were used or will be used to identify and measure impacts. This table can be completed for each A-TSI designated School included in this application.

School Building Name	Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Albert Gallatin Area High School	Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	Relative to our vulnerable student population, recoupment services will be initiated if comparison data shows evidence that a student's regression in skills and/or behaviors and/or failure to make progress is the result of the extended closure. Support teachers will track progress of each student receiving recoupment services associated with the extended closure. Further consideration will be given to information and observations from teachers, related service providers, parents, caregivers and other family members.
Albert Gallatin Area High School	Students from low-income families	Data indicates an overlap of student populations from those with disabilities and low-income families. Therefore, relative to our overall vulnerable student populations, recoupment services will be initiated if comparison data shows evidence that a student's regression in skills and/or behaviors and/or failure to make progress is the result of the extended closure. Support

School Building Name	Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
		teachers will track progress of each student receiving recoupment services associated with the extended closure. Further consideration will be given to information and observations from teachers, related service providers, parents, caregivers and other family members.

Reflecting on Local Strategies

3. Provide the A-TSI designated School's assessment strategy that has been most effective in supporting the needs of students, in particular specific student groups most impacted by the COVID-19 pandemic. Strategies two and three below are optional.

Strategy #1

School Building Name	Strategy Description
Albert Gallatin Area High School	Data generated by both state and local assessments, attendance data and student grades provide significant information in the context of both overall population (all student groups) and individual performance of students (subgroups, Econ. Dis. and Students with Disabilities).

i. Impacts that Strategy #1 best addresses: (Select 'School Building Name', and check all that apply)

School Building Name	Academic Impact of Lost Instructional Time	Chronic Absenteeism	Student Engagement	Social-emotional Well-being	Other Impact	If 'Other' please describe:
Albert Gallatin Area High School	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

ii. Student group(s) that Strategy #1 most effectively supports: (select all that apply)

School Building Name	Students from each racial or ethnic group	Students from low-income families	Gender	English Learners	Children with disabilities	Students experiencing homelessness	Children and youth in foster care	Migrant students	Other student groups	Please describe 'Other student groups'
Albert Gallatin Area High School	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Strategy #2 (this strategy is optional)

School Building Name	Strategy Description
Albert Gallatin Area High School	Collaboration among administration, teachers and parents while reviewing progress monitoring data, has enabled all partners in determining instructional plan and intervention frequency.

i. Impacts that Strategy #2 best addresses: (Select 'School Building Name', and check all that apply)

School Building Name	Academic Impact of Lost Instructional Time	Chronic Absenteeism	Student Engagement	Social-emotional Well-being	Other Impact	If 'Other' please describe:
Albert Gallatin Area High School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

ii. Student group(s) that Strategy #2 most effectively supports: (select all that apply)

School Building Name	Students from each racial or ethnic group	Students from low-income families	Gender	English Learners	Children with disabilities	Students experiencing homelessness	Children and youth in foster care	Migrant students	Other student groups	Please describe 'Other student groups'

School Building Name	Students from each racial or ethnic group	Students from low-income families	Gender	English Learners	Children with disabilities	Students experiencing homelessness	Children and youth in foster care	Migrant students	Other student groups	Please describe 'Other student groups'
Albert Gallatin Area High School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Strategy #3 (this strategy is optional)

School Building Name	Strategy Description

i. **Impacts that Strategy #3 best addresses:** (Select 'School Building Name', and check all that apply)

School Building Name	Academic Impact of Lost Instructional Time	Chronic Absenteeism	Student Engagement	Social-emotional Well-being	Other Impact	If 'Other' please describe:
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

ii. **Student group(s) that Strategy #3 most effectively supports:** (select all that apply)

School Building Name	Students from each racial or ethnic group	Students from low-income families	Gender	English Learners	Children with disabilities	Students experiencing homelessness	Children and youth in foster care	Migrant students	Other student groups	Please describe 'Other student groups'
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Section: Narratives - Engaging Stakeholders in Plan Development

Section II: Engaging Stakeholders in Plan Development

In this second section, A-TSI designated Schools are asked to provide information on how stakeholders will be engaged in planning for the use of ARP ESSER funds, how stakeholder input will be utilized, and how the LEA will make its A-TSI designated School Plan for the Use of ARP ESSER Funds transparent to the public—all critical components in developing, implementing, and adjusting plans based on the differential impacts of the COVID-19 pandemic.

4. Stakeholder Engagement

Describe how the A-TSI designated School, in planning for the use of ARP ESSER funds, has engaged or will engage in meaningful consultation with stakeholders. **(3,000 characters max)**

(Stakeholders include any relevant group to the A-TSI designated School, such as students; families; school and district administrators (including special education administrators); teachers; principals; school leaders; other educators; school staff; and unions. In addition, to the extent that the following groups are present in or served by the A-TSI designated School, stakeholders also include community partners, civil rights organizations (including disability rights organizations); stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migrant students, children who are incarcerated, and other underserved students; and tribes.)

School Building Name	Stakeholder Engagement
Albert Gallatin Area High School	Throughout the pandemic multiple surveys were conducted to assess families, teachers and students opinions and suggestions relative to the district's response to the impact of the pandemic and the continued efforts in addressing the impacts. Surveys were presented via multiple platforms. A specific portal was established that featured FAQ's for the purpose of providing global responses to reoccurring questions. A districtwide assessment/survey was also developed that included questions related to instruction, safety, mental health and student services. The same survey was administered to parents, teachers and students alike. Perception ratings could then be compared and decisions could be made reflecting those needs indentified as significant at either end of the continuum.

5. Use of Stakeholder Input

Describe how the A-TSI designated School has taken or will take stakeholder and public input into account in the development of the Plan for the Use of ARP ESSER Funds. **(3,000 characters max)**

School Building Name	Use of Stakeholder Input
Albert Gallatin Area High School	Overall the District will be deliberate in allocating funds that address the identified areas of need and priority as determined from data as a result of surveys. The ATSI school (AG High School) will inherently utilize funds reflecting the needs resulting from the surveys likewise.

6. Public Access to LEA Plan for the Use of ARP ESSER Funds

Describe the process for development, approval, and making public the Plan for the Use of A-TSI designated School ARP ESSER Funds. The Plan for the Use of ARP ESSER Funds must be made publicly available on the LEA website and submitted to PDE within 90 days of LEA receipt of ARP ESSER funding, must be written in a language that parents/caregivers can understand, and must be provided in alternate format upon request by a parent/caregiver who is an individual with a disability. **(3,000 characters max)**

School Building Name	Public Access
Albert Gallatin Area High School	The plan will be communicated to the public and open for review through multiple platforms as well as communicated at the local school board level.

Section: Narratives - Plan for ARP ESSER Funds

Section III: Plan for ARP ESSER Funds

In this third section, A-TSI designated Schools are asked to reflect on both the impacts and needs described in Section I and stakeholder engagement described in Section II to provide a description of the plan for the use of ARP ESSER funds to address the impact of lost instructional time as required by section 2001(e)(1) of the ARP Act.

7. Plan for Funds

How will the A-TSI designated School spend its remaining ARP ESSER funds including as outlined in the fields below?

1. Continuity of Services: How will the A-TSI designated School use ARP ESSER funds to sustain services to address students' academic needs; students' and staff social, emotional, and mental health needs; and student nutrition and food services?
2. Access to Instruction: How will the A-TSI designated School use ARP ESSER funds to support the goals of increasing opportunity to learn and equity in instructional delivery? Consider regular attendance/chronic absenteeism data from the 2020-21 school year, including data disaggregated by student groups, in developing the response.
3. Mitigation Strategies: How will the A-TSI designated School use ARP ESSER funds to support prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities and transportation services to effectively maintain the health and safety of students, educators, and other staff?
4. Staff Recruitment, Support, and Retention: How will the A-TSI designated School use ARP-ESSER funds to maintain staff and provide professional training and/or improve working conditions for staff?
5. Other, i.e. Summer school, extended day

School Building Name	Use of Funds	Plan for Funds
Albert Gallatin Area High School	Continuity of Services	The district has allocated funds to sustain twenty (20) professional positions and four (4) non-professional positions. The district has also allocated funds to contract mental health services at the high school and middle schools as 2.5 licensed social workers were hired. The district has also allocated funds to support a full-time nurse to serve multiple buildings in the district addressing issues related to the pandemic and its impact. SPECIFIC TO THE ATSI ARP-

School Building Name	Use of Funds	Plan for Funds
		ESSER ALLOCATION, funds will be allocated to supplement current Read 180 Program and Moby Max Learning Platform to address literacy and mathematics needs of ATSI subgroup population.
Albert Gallatin Area High School	Access to Instruction	In an attempt to ensure equity among economically disadvantaged students, as well as, our students with disabilities, the district allocated funds to sustain a tech support position who will assist parents, teachers and students in accessing learning platforms, using devices and addressing issues related to such. The district also allocated funds for additional technology infrastructure so that our at risk population of students would be able to have internet services. The district has also allocated funds to secure resources and training for teachers to meet learning needs of specific students. SPECIFIC TO THE ATSI ARP- ESSER ALLOCATION, funds will be allocated to support staff members for time and effort while implementing the Check and Connect Initiative. Likewise, funds will be allocated for the support of staff implementing the SevenMindsets Program and related supplies.
		Funds were allocated to support the participation of food service staff in the ServSafe Training and Exam over the course of 3 years. Funds were allocated for the replacement of electrostatic sprayers for transportation and various buildings. In order to best

School Building Name	Use of Funds	Plan for Funds
Albert Gallatin Area High School	Mitigation Strategies	meet the demands of meals for the high school, 2 stackable rational combi ovens have been allocated funding for purchase. It is intended for these to assist in mass preparation of meals for families of need. Finally, the district allocated funds to support improvement of indoor air quality via an advanced filtration/upgraded HVAC system in 5 buildings.
Albert Gallatin Area High School	Staffing	As stated in the initial grant application, the district was able to sustain twenty (20) professional positions with funds. In tandem with Title funding and Special Education funds, the district has supported professional development for teachers who work specifically with at-risk students. SPECIFIC TO THE ATSI ARP- ESSER ALLOCATION, funds will be allocated to supplement wages for Read 180 Teacher to serve ATSI subgroup population.

Section: Narratives - Monitoring and Measuring Progress

Section IV: Monitoring and Measuring Progress

In this fourth section, A-TSI designated Schools are asked to describe efforts to build local capacity to ensure high-quality data collection and reporting to safeguard funds for their intended purposes.

8. Capacity for Data Collection and Reporting

A-TSI designated Schools must continuously monitor progress and adjust strategies as needed. Describe the School's capacity and strategy to collect and analyze data (disaggregated by student group, where applicable), for each of the following measures:

Student learning, including academic impact of lost instructional time during the COVID-19 pandemic

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
Albert Gallatin Area High School	Districtwide students will be benchmarked multiple times throughout the school year. The district has disseminated a calendar for benchmarking and will utilize various platforms relative to grade band. In addition, to benchmark assessments, the district will regularly administer curriculum based assessments while also continuing with a progress monitoring schedule. The Albert Gallatin High School will continue to follow the district schedule of assessment utilizing CDT's and Moby Max (specifically for students with educational disabilities). IEP case managers will monitor student progress in the context of IEP goals and progress.

Opportunity to learn measures (see help text)

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
	Student Engagement Attendance is and will continue to be monitored and tracked while attendance elimination plan will be implemented Students will be assessed via benchmarking, progress monitoring and formative assessments. Professional Development for teachers has/will continue to be offered on a regular basis and upon individual requests. The technology coach has established a schedule for

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
Albert Gallatin Area High School	building teachers to access individualized ongoing technology support. The technology coach maintains a log of support provided and monitors effectiveness through feedback surveys. SAP referrals at all grade bands will continue to be monitored. Access to Technology Tech Department and Tech Coach will continue to provide support for families, teachers and students relative to utilizing platforms and access. Tech Department has developed a cycle of purchasing devices and hardware. Thus, access to technology will be measured in terms of parent, teacher and student surveys. In addition, the platforms GoGuardian and Clever will provide data usage reports.

Jobs created and retained (by number of FTEs and position type) (see help text)

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
Albert Gallatin Area High School	The district intends on allocating funds to support 18 professional employees (teachers), 2 administrative positions (building principals) and 4 support staff. The positions are significant in that they are directly related to instruction, effective management and monitoring of buildings and the maintenance required to meet the guidelines related to the pandemic.

Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
Albert Gallatin Area High School	District will continue to allocate funds supporting the K-8 Summer Learning Camp and the 9-12 Credit Recovery Program. Student attendance will be tracked. In addition, student growth will be measured by a pre/post assessment and daily curriculum-based assessments. Grades 9-12 growth will be measured in successful completion of the courses enrolled. For students with educational disabilities, support during credit recovery will be delivered through the online program provider. The

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
	online provider will collaborate with the high school case manager and the Director of Special Education to review the accommodations specific to the student enrolled.

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$63,778.00

Allocation

\$63,778.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

School Building Name	Function	Object	Amount	Description
Albert Gallatin Area High School	1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$20,000.00	Portion of wages for Read 180 Instructor.
Albert Gallatin Area High School	1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$13,000.00	Fringes and benefits for portion of Read 180 Instructor.
Albert Gallatin Area High School	1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$15,000.00	Read 180 Blended Learning Program update subscription and materials.
Albert Gallatin Area High School	1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$4,000.00	Renewal of subscription for Moby Max math program.
Albert Gallatin Area High School	1000 - Instruction	100 - Salaries	\$5,000.00	Stipends for after-school staff participating in the Check & Connect initiative.

School Building Name	Function	Object	Amount	Description
Albert Gallatin Area High School	1000 - Instruction	100 - Salaries	\$2,000.00	SEL 7 Mindsets Steering Committee stipends.
Albert Gallatin Area High School	1000 - Instruction	600 - Supplies	\$4,778.00	Materials and supplies correlating to the 7 Mindsets Program.
			\$63,778.00	

Section: Budget - Support and Non-Instruction Expenditures

BUDGET OVERVIEW

Budget

\$63,778.00

Allocation

\$63,778.00

Budget Over(Under) Allocation

\$0.00

SUPPORT AND NON-INSTRUCTION EXPENDITURES

School Building Name	Function	Object	Amount	Description
			\$	
			\$0.00	

Section: Budget - Budget Summary

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	\$7,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,778.00	\$0.00	\$11,778.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$20,000.00	\$13,000.00	\$0.00	\$0.00	\$0.00	\$19,000.00	\$0.00	\$52,000.00
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 Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

	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
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
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
	\$27,000.00	\$13,000.00	\$0.00	\$0.00	\$0.00	\$23,778.00	\$0.00	\$63,778.00
				Approved Indirect Cost/Operational Rate: 0.0000				\$0.00
				Final				\$63,778.00

