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
McKeesport Senior High School	6105

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
McKeesport Senior High School	A comprehensive approach to students who are struggling with reading. New materials wil be purchased. A curriculum for intervention will be written and teachers will utilize the students' NWEA MAP test scores to determine areas of weakness and address those areas specifically. MASD also used NWEA MAP data in September of 2021 to look at projected proficiency of the students on the PSSA tests. The data showed that 82.7% of our students are not on track to be proficient on the PSSA in Math and 62% of our students are not on track to be proficient on the PSSA in Literacy. The administration has observed student discipline in all four schools during the first nine weeks of this school year. Students have appeared anxious, angry, and often non-compliant when asked to follow directions. These behaviors are consistent with studies done about students return to school this year. According to Kalyn Belsha in an article entitled "Stress and short tempers: Schools struggle with behavior as students return" she states, "Schools across the country say they're seeing an uptick in disruptive behaviors. Some are obvious and visible, like students trashing bathrooms, fighting over social media posts, or running out of classrooms. Others are quieter calls for help, like students putting their head down and refusing to talk." MASD is seeing all these behaviors in our students and believe that we need to put structures and staff in place to teach coping strategies and help students regain the sense of normalcy that once existed.

Chronic Absenteeism

School Building Name	Methods Used to Understand Each Type of Impact
McKeesport Senior High School	To examine the effects of COVID-19 on learning loss, McKeesport ASD reviewed three types of data. This data included student attendance, student academic growth and student discipline information on students' pre-pandemic and pandemic. The University of Pittsburgh completed a Youth Participatory Action Report in collaboration with the McKeesport Area School District during February of 2021. This collaborative effort was completed to assess student well-being and learning during COVID-19. We used this study to look at student attendance. An overwhelming pattern emerged: our students are not consistently attending school. Reasons for the lack of attendance varied, but some of the reasons reported by the full sample were: 32% stated they are too tired, 27% stated they were sick, 11% said they were behind and could not catch up and 16% reported depression and anxiety as a reason. Chronic absenteeism is a growing problem. African American high school students demonstrate some of the highest rates of chronic absenteeism in the United States (Chang et al., 2018; ERS Report to [The District] Advisory Task Force: Attendance Analysis, 2017). Strategies that MASD will employe are nurture a culture of attendance for all students, catch attendance problems early and create a more positive school culture and a focus on engaging instruction

Social-emotional Well-being

School Building Name	Method Used to Understand Each Type of Impact
	McKeesport ASD intends to use the funds from this grant to purchase a social and emotional universal screening tool to be used for all students. Currently, the data we have regarding social and emotional learning has been provided through The University of Pittsburgh's Youth Participatory Action Report. This report was a collaboration between the Pitt and

School Building Name	Method Used to Understand Each Type of Impact
McKeesport Senior High School	the McKeesport Area School District done in February of 2021. The report provided qualitative data through a series of surveys to students, parents, and teachers. The students reported they experienced challenges associated with emotional health, staying focused and engaged, adapting to virtual learning, and transitioning between in-person and online learning. Students also reported that they have been struggling with their motivation and optimism when faced with stressors related to different learning formats and COVID-19 in general. This information has led MASD to want to invest in a social and emotional universal screening tool to be used for all students. The results of this screener will be utilized by the MTSS teams, the school counselors, and the social workers. The results and data obtained from the screener will then guide our next steps in addressing the social and emotional needs of our students. The needs will then determine how the remaining social and emotional funds will be utilized.

Student Engagement

School Building Name	Method Used to Understand Each Type of Impact
	The high school strives to make learning hands-on and engaging for all students. The high school embeds real world senerios into classwork, to all students to see how education impacts their future.

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
McKeesport Senior High School	Students from low-income families	According to "Advancing Student Success by Reducing Chronic Absence" chronic absenteeism is when a student misses 2-4 days in September and most likely will go on to miss over 18 days or 10% of the school days in the year. Students who live in communities with high levels of poverty are four times more likely to be chronically absent than others often for reasons beyond their control. Our first strategy to eliminate chronic absenteeism is "Early Detection and Intervention." The second strategy will be PBIS for students who have been identified. This will also involve engaging the parents to find out what supports we can provide them. This strategy is ongoing and will occur in many ways over the year. Finally, if necessary we will involve the local authorities to apply pressure through the courts on the parents to make sure their children are in school every day.
McKeesport Senior High School	Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	A comprehensive approach to students who are struggling with reading. New materials wil be purchased. A curriculum for intervention will be written and teachers will utilize the students' NWEA MAP test scores to determine areas of weakness and address those areas specifically.
		Children growing up in poverty

School Building Name	Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
McKeesport Senior High School	Students from low-income families	face constant daily hardships and harsh living conditions that can steal away their childhood. The unrelenting stress of poverty can hinder a child's brain development with long-term consequences on physical and mental well-being, leading to lifelong effects that follow them into adulthood. This is a reality that we face daily in school, but MASD plans to dig deeper into what each child needs and design plans to help them achieve in school. We will begin this process with a screener and once the results are obtained, the counselors and social workers who are already working with many students will have a better understanding of what the students need and how we will be able to assist them.
McKeesport Senior High School	Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	A Commonwealth Fund analysis from April 2021 showed that confirmed COVID-19 cases and deaths were disproportionately higher in communities with larger black populations. This alone is a stressor for our students, but add in many other factors and we as a school district must assist our students in their social and emotional learning. We recognize that for a child to learn the traditional academics, they must have all other needs met. As a strategies MASD will work to make sure the "whole child's" needs are being met.

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
McKeesport Senior High School	Schoolwide PBIS Implementation

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:
McKeesport Senior High School	☑	☑	☑	☑	☐	

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'
McKeesport Senior High School	☐	☑	☐	☐	☐	☐	☐	☐	☐	

Strategy #2 (this strategy is optional)

School Building Name	Strategy Description
McKeesport Senior High School	Common Assessments/Professional Development

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:
McKeesport Senior High School	☑	☐	☐	☐	☐	

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'
McKeesport Senior High School	☑	☑	☐	☐	☑	☐	☐	☐	☐	

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:
	☐	☐	☐	☐	☐	

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'
	☐	☐	☐	☐	☐	☐	☐	☐	☐	

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 desginated 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
	MASD has used the University of Pittsburgh's "MASD Youth Participatory Action Research Report" as a means of gaining meaningful consultation with all stakeholders. The COVID-19 pandemic has disrupted education systems across the globe, causing school communities to adapt to unique circumstances that are constantly changing. Many schools have had to introduce online/virtual learning or hybrid learning instructional models in accordance with local public health metrics and guidelines over the course of the pandemic. The McKeesport School District spearheaded the creation of the Youth Participatory Action Research (YPAR) project to understand the impact of these changes to instruction and learning environments on school communities during COVID-19, as well as to receive feedback on how online/virtual learning has worked for families, students, and teachers. The YPAR project consisted of three separate one-time online surveys for parents, students, and teachers that were administered by the schools within the district from Jan 19, 2021, to Feb 12, 2021. The

School Building Name	Stakeholder Engagement
McKeesport Senior High School	quantitative (i.e., questions using Likert scales) and qualitative (i.e., open-ended prompts) survey items were developed with the support of Dr. Ming-Te Wang and his research team at the University of Pittsburgh to assess students' experiences and challenges, school and learning engagement, stress and worry in relation to COVID-19, coping strategies, support received, physical health, online interactions, aspirations, the usefulness of resources, feelings of distress during COVID-19, and work-life balance. This study provided MASD with the information that was needed to plan for the use of the ARP ESSER funds. In September of 2021, Outside Angle and the Dick's Sporting Goods Foundation held four community listening sessions in various locations throughout the community. These sessions allowed all stakeholders the opportunity to share both their likes and dislikes about the school district. The stakeholders were also able to share ideas about what they think the school district needs. From these listening sessions, the school district in partnership with Outside Angle and Dick's Sporting Goods Foundation are planning for the next steps and the ARP ESSER funds can be utilized. During this upcoming January 2022, the University of Pittsburgh will survey all of our 3rd through 12th-grade students to obtain their feedback on all aspects of their education. The survey will look at student stress and mental health, student coping, student physical health, parent instructional support, teacher instructional support, emotional and social support, student engagement, and academic coping. This student data will be utilized to decide where our students need additional supports.

5. Use of Stakeholder Input

Describe how the A-TSI desginated 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
	MASD used the information from the "YPAR" project in the development of the LEA Plan for the use of ARP ESSER funds. The students reported challenges associated with emotional health, staying

School Building Name	Use of Stakeholder Input
McKeesport Senior High School	focused and engaged, adapting to virtual learning, and transitioning between in-person and online learning. Students consistently emphasized their appreciation for teachers' availability, academic and emotional support, flexibility, mastery-oriented (as opposed to performance-oriented) approaches, efforts to provide structure and routine, and willingness to continue providing in-person instruction during the pandemic. Students identified the teachers' dedication to high-quality learning environments—regardless of format—as paramount to their ability to make academic progress and maintain their personal well-being. MASD plans to use the ARP ESSER funds to maintain and increase this level of teacher supports so that all students feel supported in all ways. Parents reported that their child/ren were struggling with emotional health, staying focused and engaged, and adapting to virtual and asynchronous learning formats. Parents expressed appreciation for teachers' efforts to support their child/ren's learning. Overall, parents supported a return to full in-person education with continued safety precautions. Parents stated they want to be informed about all aspects of the school district and communication is essential to the success of their child/ren. Teachers described challenges associated with their plans for instruction and students' engagement due to social distancing in the classroom, mask wearing, and disconnection with virtual learners, and many teachers brought up concerns about their ability to maintain high-level instruction with shortened time in the classroom. Despite these challenges, an appreciation for district and school leadership support, mentorship, and colleague support was highlighted throughout teachers' responses. Many teachers described an approach toward mastery goals in their instruction and a focus on making progress and maintaining a level of normalcy for their students. The information gained through this qualitative and quantitative study is guiding our decisions in the development of the LEA Plan for the the use of ARP ESSER funds.

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
McKeesport Senior High School	MASD's leadership team met the week of April 5th, 2021, to begin discussing the needs of the school district and how money from The American Rescue Plan Act of 2021 could be utilized within the school district. These discussions are currently ongoing and will continue for several years to come. The leadership team initially used the "YPAR" project report to gain input from stakeholders. Throughout the month of April and May 2021, the team came up with ways the money could best be used to support student learning as well as the health and safety of all staff and students. At both the May and June 2021 school board meetings the leadership team's ideas about how to allocate the funds were discussed and the board provided their input into how they felt the funds should be allocated. The Superintendent offered to have a follow-up meeting with the board at any time to discuss any concerns or questions they may have. After the June 2021 board meeting, a final budget was prepared for the use of ARP ESSER funds and the writing of the grant application began. Once the grant application was submitted, the LEA Plan for the use of the funds was placed on the website. During the fall of 2021 when the state released the ARP ESSER 2.5% and the 7% set asides the ongoing discussions moved to what areas of need do our students have that we have not yet addressed. This was when we began to utilize Outside Angle to gain more information from our stakeholders regarding the needs of our students. The district also looked at student data to find areas of weaknesses. During the December 2021 meeting, the plan for this money will be shared with the board and the grant application will be placed on the district website for public viewing. MASD will provide to the public a name, phone number, and email address of a person to contact if they have any questions regarding the use of the funds.

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
McKeesport Senior High School	Continuity of Services	:The funds will be used to support the PBSI Initiative.
McKeesport Senior High School	Access to Instruction	The funds will be used to provide equity in instructional delivery through the purchasing of 20 additional interactive boards.

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)
McKeesport Senior High School	NWEA MAP - 3 times a year, Increase in the number of students showing growthReport Card Grades - 4 times a year, Students passing all courses.

Opportunity to learn measures (see help text)

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
McKeesport Senior High School	N/A - Other funds will be used to address this.

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)
McKeesport Senior High School	N/A - Oher funds will be used to address this.

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)

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
McKeesport Senior High School	MASD will utilize ARP ESSER funds to create an afterschool and summer school program at the high school.

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget
$79,411.00
Allocation
$79,411.00

Budget Over(Under) Allocation
$0.00

INSTRUCTION EXPENDITURES

School Building Name	Function	Object	Amount	Description
McKeesport Senior High School	1000 - Instruction	300 - Purchased Professional and Technical Services	$17,725.00	Installation of 22 TruTouch Boards
McKeesport Senior High School	1000 - Instruction	600 - Supplies	$56,000.00	Purchase of 20 TruTouch Boards
McKeesport Senior High School	1000 - Instruction	600 - Supplies	$5,686.00	Supplies for Positive Behavioral Support Intervension
			$79,411.00	

Section: Budget - Support and Non-Instruction Expenditures
BUDGET OVERVIEW

Budget
$79,411.00
Allocation
$79,411.00

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	$0.00	$0.00	$17,725.00	$0.00	$0.00	$61,686.00	$0.00	$79,411.00
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	$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 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
	$0.00	$0.00	$17,725.00	$0.00	$0.00	$61,686.00	$0.00	$79,411.00
				Approved Indirect Cost/Operational Rate: 0.0000				$0.00
							Final	$79,411.00