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 District had counselors and community partners utilize the virtual platform to provide services to students. Turtle Creek Mental health conducted their counseling sessions with students as if they were receiving school based therapy. Family Behavioral Resources continue to work with students with behavioral issues. Behavioral specialist mainly work with students who are experiencing difficulty in transitioning, but during our remote learning they assisted students in moving from in-person to remote learning.
Professional Development for Social and Emotional Learning	The District is implementing a professional development series to address the Diversity, Equity, Trauma Informed, and Inclusion. The District is also creting an ACT 48 committee to direct the professional development programs. The creation of the "Chill Room" at the middle school, teachers were in-serviced on the services and procedures for sending a student to the room.
Reading Remediation and Improvement for Students	Currently the ELA is in their review cycle and will be looking to update their curriculum K-12. Along with writing and updating curriculum the professional staff must have interventions for the MTSS program. The District has made great strides by implementing a benchmarking process, utilizing Acadience for both mathand reading, creating a reading and math coach to asist teachers with data analysis.
Other Learning Loss	The District has taken on the philosophy that we must be flexible and willing to work with students and families. The secondary school created remediation courses during the school day for students. This is the hopes that students will gain the skills that may have been lost.

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	Through benchmarking and course work students will be accessed for their strengths and weaknesses.
Children from Low-Income Families	Reading Remediation and Improvement	Through benchmarking and course work students will be accessed for their strengths and weaknesses.
Children with Disabilities	Reading Remediation and Improvement	Through benchmarking and course work students will be accessed for their strengths and weaknesses.
Major Racial or Ethnic Groups	Social and Emotional Learning	The District has created outlets for students to express themselves and to seek assistance. The District has two 8 school counselors, 2 social workers, implemented a virtual psychologist for medication management for students.
Children from Low-Income Families	Social and Emotional Learning	The District has created outlets for students to express themselves and to seek assistance. The District has two 8 school counselors, 2 social workers, implemented a virtual psychologist for medication management for students.
		The District has created outlets for students to express

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Children with Disabilities	Social and Emotional Learning	themselves and to seek assistance. The District has two 8 school counselors, 2 social workers, implemented a virtual psychologist for medication management for students.
Major Racial or Ethnic Groups	Other Areas of Learning Loss	Most students have experienced some learning loss. As a District we must make certain students are meeting the state guidelines academically. The District has implemented multiple services, programming, and flexibility to assist all students to be academically successful.
Children from Low-Income Families	Other Areas of Learning Loss	Most students have experienced some learning loss. As a District we must make certain students are meeting the state guidelines academically. The District has implemented multiple services, programming, and flexibility to assist all students to be academically successful.
Children with Disabilities	Other Areas of Learning Loss	Most students have experienced some learning loss. As a District we must make certain students are meeting the state guidelines academically. The District has implemented multiple services, programming, and flexibility to assist all students to be academically successful.

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	330,662	30%	99,199

4. Describe the data sources the LEA is using to identify social and emotional needs of students and identify areas of strength and concerns in the learning environment.

The District will utilize information gathered through teachers, special education, school psychologist, social workers, behavioral therapists and parents to determine a child's need in the area of social and emotional learning. Currently the District is utilizing 4 RoboKind robots to helps students with social and emotional learning. The students work with the robot on a variety of lessons that range from a few minutes to 15 minutes in length. The data is recorded as the students work through the curriculum. The District will review IEP goals and determine if a students making progress. School counselors, school psychologist, social workers, and parent will provide input and recommendations for those students needing assistance.

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
Sessions to address needs.	Major Racial and Ethnic Groups	Universal	60
Individual meetings to address needs	Major Racial and Ethnic Groups	Targeted	25
Family engagement opportunities	Major Racial and Ethnic Groups	Universal	60
Family engagement opportunities	Major Racial and Ethnic Groups	Targeted	25
Students utilizing the RoboKind robot	Major Racial and Ethnic Groups	Targeted	25
Family Behavioral Services	Major Racial and Ethnic Groups	Universal	60

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 interations	daily	Through interactions with mentors, teachers, staff members we are seeing students interacting appropriately. Reinforcing basic charateristics such as self-worth, respect, and acceptance.
		Identified students will have a

Tool Used to Evaluate Success	Frequency of Use	Expected Results
monitor sheet	weekly	weekly report developed by the psychologist to gather data on their specific needs.
debriefing meetings	weekly	All stakeholders will meet and discuss progress monitoring of the program and individualized students.

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	330,662	10%	33,066

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;	5	Counselor	Psychologist	Internal Staff	identifing students needs and prescribing the correct interventions.
c. Motivating students that have been disengaged;	10	Support Staff	Intermediate Unit	External Contractor	Providing trainig for the support staff to continual motivate our students and provide positive reinforcement.
g. Working with community agencies to address non-academic needs.	15	Teacher	FBR	External Contractor	Strategies to increase positivity in mental health
e. Self-care and mindfulness strategies for teachers;	15	Teacher	EAP	External Contractor	Strategies specifically for teachers in dealing with trauma

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
		Staff will have a better

Tool Used to Evaluate Success	Frequency of Use	Expected Results
survey	conclusion of program	understanding of student needs and needs of their own
increased attendance	daily and weekly	an increase in attendance will display data of an improving program

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	330,662	8%	26,453

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?

Students in grades K-5 are assessed using the Acadience Reading benchmark assessment, which is taken three times yearly (beginning, middle, and end of the year). These students have been assessed twice to date, and over 65% of our students scored in the below or well-below benchmark categories. Areas of struggle include letter naming fluency, first sound

fluency, nonsense word fluency, oral reading fluency, and comprehension.

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:

The District implemented the Acadience Benchmark assessment in September 2021, and has not yet completed an entire year of assessments to be able to provide that data.

13. Has the LEA used structured literacy and/or provided training for K-4, ESL, and Special Education teachers in structured literacy?

No

If so, please identify the training, grade level, and number of teachers involved.

Training	Grade Level / ESL / Special Education	Number of Teachers Trained

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
Sonday System	Major Racial and Ethnic Groups	100	Daily structured, systematic, multi-sensory reading intervention that includes phonics, reading, writing and spelling activities.
			35 weeks of

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Heggerty	Major Racial and Ethnic Groups	1,015	researched based, daily phonemic and phonological awareness lessons.

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 Reading Benchmark	3x per year	Identifies skill deficits in early reading skills as well as oral reading difficulties. This data allows the teachers to drive their instruction to meet each child's reading needs which will result in improved fluency.
Phonological Awareness Screener (PASI) and Phonics Screener (PSI)	At least 5x per year	Identifies skill deficits that can be targeted during small group intervention instruction. This will result in improvements in the areas of phonological awareness and phonics, increasing reading fluency.
On Hands Reading Benchmark grades 3-5	3x per year	Identifies PA Core standards mastery in ELA. This will allow teachers to reteach areas in which the students are not showing mastery and result in more proficiency in those standard areas.

Section 3d - Other Learning Loss Activities: LEAs are permitted to utilize the remainder of their allocation **t**o 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	330,662	52%	171,944

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
Essential Skills	Children from Low-Income Families	1,015	Essential Skills is a computer based remediation program that allows students to individually work on their specific reading and math level.
Waggle Math	Major Racial and Ethnic Groups	1,015	Web based math program aligned with PA standards and our current Math Series. Skills assigned are to reinforce previously taught content.

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
Benchmark Assessments (Acadience Reading, Acadience Math, PASI/PSI screeners, On Hands(grades 1-5 for math, 3-5 for reading)	3-5x per year	Teachers will utilize benchmark date to drive their instruction and provide appropriate interventions, remediation and/or enrichment to their students. This will result in academic progress and skill building that will allow students to be successful and narrow learning gaps.

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

$330,662.00
Allocation

$330,662.00

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)

99,199

Budget Summary

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	500 - Other Purchased Services	$30,000.00	FBR will provide student services in the improvement of mental health/behavioral through interventions
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$30,262.00	Obtaining materials, programs, software to support students to obtain better mental health.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$25,000.00	Salaries for the individuals improving our social and emotional learning
2400 - Health Support Services	600 - Supplies	$13,937.00	Data collection warehouse specifically for students health information

		$99,199.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

$330,662.00
Allocation
$330,662.00

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)

33,066

Budget Summary

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	$20,000.00	The funds will be utilized establish a professional development program to increase awareness in the areas of Diversity, Equality, and Equity.
2200 - Staff Support Services	500 - Other Purchased Services	$6,500.00	Will be utilized in obtaining mental health support for staff members through EAP/FBR
2100 - SUPPORT SERVICES – STUDENTS	500 - Other Purchased Services	$6,566.00	Motivating students who have been disengaged through the Allegheny Intermediate Unit
		$33,066.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

$330,662.00

Allocation

$330,662.00

Budget Over(Under) Allocation

$0.00

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

26,453

Budget Summary

Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	$16,000.00	The funds will be utilized to purchase Literary Manipulative Kits for each student in grades K-2. These kits include some of the most popular and commonly used literacy manipulatives that can be used during their literacy block and intervention time.
1000 - Instruction	600 - Supplies	$10,453.00	The funds will be utilized to purchase Language Arts Learning Centers that are standards-based and cover ELA/Reading skills. Each teacher in grades 1-5 will receive

Function	Object	Amount	Description
			these centers as well as Special Education.
		$26,453.00	

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	330,662	99,199	33,067	26,453	171,943

Learning Loss Expenditures

Budget

$330,662.00

Allocation

$330,662.00

Budget Over(Under) Allocation

$0.00

Budget Overview

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	500 - Other Purchased Services	$34,000.00	complete, schoolwide, MTSS math program K-5. Three year agreement.SpringMath increases long-term understanding. Combining streamlined tools for

Function	Object	Amount	Description
			assessment, reporting, and intervention.
1000 - Instruction	600 - Supplies	$1,500.00	Interlocking centimeter cubes. K-1 teachers will used these manipulatives during instruction.
1000 - Instruction	600 - Supplies	$21,000.00	Math Learning centers for all teachers K-5. These will be used for small group instruction and during MTSS.
1000 - Instruction	600 - Supplies	$1,000.00	Red/yellow counters for K-5 teachers. Used during instruction to increase base 10 concepts,
1000 - Instruction	600 - Supplies	$3,300.00	Magnetic base 10 blocks K-5. Instructional aid that will assist in teaching place value.
1000 - Instruction	600 - Supplies	$6,300.00	Spectra mat class set for teachers 1-5. Students will use mats with base 10 manipulatives.
1000 - Instruction	600 - Supplies	$1,500.00	Ten frame write on wipe off mats for K-2. Students will use these mats with concrete manipualtives to increase number sense and fluency.

Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	$500.00	Magnetic fraction Tiles for teachers 3-5. Teachers will use these models to assist in the their instruction with fractions.
1000 - Instruction	600 - Supplies	$1,500.00	Fraction mats for 3-5 students.Each student will use the mat to represent fractional parts.
1400 - Other Instructional Programs – Elementary / Secondary	500 - Other Purchased Services	$13,200.00	Purchase of Essential Skills complete for 3 years which will include additional reading and math programs as well as social studies and science.
1000 - Instruction	600 - Supplies	$7,200.00	Purchase of Quizmo game sets for all K-5 math teachers. This series of games will provide practice, reinforcement and challenge in key elementary math skills.
1000 - Instruction	600 - Supplies	$1,700.00	Purchase of electronic flash card game that reinforces addition, subtraction, multiplication and division facts.
1000 - Instruction	600 - Supplies	$5,700.00	Purchase of Sadlier PSSA preparation textbooks for students in grade 3.

Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	$15,300.00	Purchase of the Simple Solutions textbooks for Science (students in K-3) and Social Studies (students in 2-3).
1000 - Instruction	600 - Supplies	$2,200.00	Purchase of math workbooks with blank pages to do the math problem, and lined pages to explain their answer in writing. This would be for all students in grades 2-5.
1000 - Instruction	600 - Supplies	$2,600.00	Purchase of primary journals and My Favorite Stories journals for students in grades K-3.
2200 - Staff Support Services	600 - Supplies	$30,000.00	The funds will be utilized to receive 6.5 days of modeling and coaching by the Step by Step Learning Company. They will work with reading teachers in K-3 to model the research based, explicit lessons that target all reading skills. These days will be flexible to meet the needs of our teachers.
			The funds will be utilized to purchase 285 licenses for the Small Group

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	500 - Other Purchased Services	$15,500.00	Automation Tool from Step by Step Learning to target our Tier 3 students who are in need of explicit instruction. These licenses include skill inventory data and other targeted skills.
1000 - Instruction	600 - Supplies	$7,944.00	Purchase Language Art Kits for all teachers in grades 1-3, including special education and Title I
		$171,944.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

$330,662.00

Allocation

$330,662.00

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	$105,697.00	$0.00	$105,697.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	$25,000.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$25,000.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	$0.00	$0.00	$0.00	$0.00	$20,000.00	$30,262.00	$0.00	$50,262.00
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	$92,700.00	$0.00	$0.00	$92,700.00
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	$0.00	$0.00	$6,566.00	$0.00	$0.00	$6,566.00
2200 Staff Support Services	$0.00	$0.00	$0.00	$0.00	$6,500.00	$30,000.00	$0.00	$36,500.00
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	$13,937.00	$0.00	$13,937.00
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	$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
	$25,000.00	$0.00	$0.00	$0.00	$125,766.00	$179,896.00	$0.00	$330,662.00
				Approved Indirect Cost/Operational Rate: 0.0800				$0.00
							Final	$330,662.00