Section: Narratives - Needs Assessment

Introduction

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

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

Percentage of LEA Allocation - Required Activities

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

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

8% - To address reading remediation and improvement for students

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

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

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

1) A description of each program and activity

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

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

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

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

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

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

Indicators of Impact

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

	Method used to Understand Each Type of Impact
Social and Emotional Learning	The LEA will be utilizing data collected and analyzed through our student information and data warehousing systems, Skyward and EdInsight, respectively, to identify student behavior and attendance trends. This data will help to inform our school counselors, teachers, and administrators of trends in student wellness and behavior. These trends will then be identified and analyzed in order to target support for our students who are showing an increase in absences, negative behavior referrals, or other observed behaviors. Anecdotal data will also be collected by teachers and other school personnel for observed student behaviors in the classroom and other instructional/non-instructional settings (schoolyard, playground, lunch).
Professional Development for Social and Emotional Learning	The LEA will continue to collect data from staff through surveys and observations of classrooms to identify needs for continued professional development that centers on social-emotional learning and health for students. The LEA had previously completed a Social-Emotional curriculum, and has identified a need to marry this curriculum with our writing curriculum in order to better serve students in the classroom through the seamless integration of writing instruction and social-emotional instruction.
Reading Remediation and Improvement for Students	The LEA will continue to collect and analyze data from Nationally normed programs and testing instruments, such as: AIMS Web, Dibels, and F&P. In addition, classroom based assessment data will be used to support decisions. When available, standardized testing scores will also be used.
Other Learning Loss	The LEA will continue to analyze data from standardized testing (PSSA, Keystone, NOCTI, PSAT, SAT, CDT) in order to identify other areas of learning loss. In addition, classroom based assessment data will be used when standardized testing information is not available. Additional data will be collected and analyzed using Nationally normed programs such as: AIMS Web, Dibels, F&P, and Imagine Math.

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	Social and Emotional Learning	The LEA will use the SIS Skyward and the LMS EdInsight to track and analyze behavior and attendance data specific to children from each of the identified student groups in order to inform social-emotional trends and needs.
Children from Low-Income Families	Social and Emotional Learning	The LEA will use the SIS Skyward and the LMS EdInsight to track and analyze behavior and attendance data specific to children from each of the identified student groups in order to inform social-emotional trends and needs.
Children with Disabilities	Social and Emotional Learning	The LEA will use the SIS Skyward and the LMS EdInsight to track and analyze behavior and attendance data specific to children from each of the identified student groups in order to inform social-emotional trends and needs.
Students Experiencing Homelessness	Social and Emotional Learning	The LEA will use the SIS Skyward and the LMS EdInsight to track and analyze behavior and attendance data specific to children from each of the identified student groups in order to inform social-

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		emotional trends and needs.
English Learners	Social and Emotional Learning	The LEA will use the SIS Skyward and the LMS EdInsight to track and analyze behavior and attendance data specific to children from each of the identified student groups in order to inform social-emotional trends and needs.
Major Racial or Ethnic Groups	Other Areas of Learning Loss	The LEA will continue to analyze data from standardized testing (PSSA, Keystone, NOCTI, PSAT, SAT, CDT) in order to identify other areas of learning loss for all identified student groups. In addition, classroom based assessment data will be used when standardized testing information is not available. Additional data will be collected and analyzed using Nationally normed programs such as: AIMS Web, Dibels, F&P, and Imagine Math.
Children from Low-Income Families	Other Areas of Learning Loss	The LEA will continue to analyze data from standardized testing (PSSA, Keystone, NOCTI, PSAT, SAT, CDT) in order to identify other areas of learning loss for all identified student groups. In addition, classroom based assessment data will be used when standardized testing information is not available. Additional data will be collected and analyzed using Nationally

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		normed programs such as: AIMS Web, Dibels, F&P, and Imagine Math.
Children with Disabilities	Other Areas of Learning Loss	The LEA will continue to analyze data from standardized testing (PSSA, Keystone, NOCTI, PSAT, SAT, CDT) in order to identify other areas of learning loss for all identified student groups. In addition, classroom based assessment data will be used when standardized testing information is not available. Additional data will be collected and analyzed using Nationally normed programs such as: AIMS Web, Dibels, F&P, and Imagine Math.
English Learners	Other Areas of Learning Loss	The LEA will continue to analyze data from standardized testing (PSSA, Keystone, NOCTI, PSAT, SAT, CDT) in order to identify other areas of learning loss for all identified student groups. In addition, classroom based assessment data will be used when standardized testing information is not available. Additional data will be collected and analyzed using Nationally normed programs such as: AIMS Web, Dibels, F&P, and Imagine Math.
		The LEA will continue to analyze data from standardized testing (PSSA, Keystone,

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Students Experiencing Homelessness	Other Areas of Learning Loss	NOCTI, PSAT, SAT, CDT) in order to identify other areas of learning loss for all identified student groups. In addition, classroom based assessment data will be used when standardized testing information is not available. Additional data will be collected and analyzed using Nationally normed programs such as: AIMS Web, Dibels, F&P, and Imagine Math.
Major Racial or Ethnic Groups	Reading Remediation and Improvement	The LEA will analyze data from nationally normed programs and assessments: AIMS Web, Dibels, and F&P in order to identify needs, inform programming, and to measure impacts.
Children from Low-Income Families	Reading Remediation and Improvement	The LEA will analyze data from nationally normed programs and assessments: AIMS Web, Dibels, and F&P in order to identify needs, inform programming, and to measure impacts.
Children with Disabilities	Reading Remediation and Improvement	The LEA will analyze data from nationally normed programs and assessments: AIMS Web, Dibels, and F&P in order to identify needs, inform programming, and to measure impacts.
		The LEA will analyze data from nationally normed programs

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
English Learners	Reading Remediation and Improvement	and assessments: AIMS Web, Dibels, and F&P in order to identify needs, inform programming, and to measure impacts.
Students Experiencing Homelessness	Reading Remediation and Improvement	The LEA will analyze data from nationally normed programs and assessments: AIMS Web, Dibels, and F&P in order to identify needs, inform programming, and to measure impacts.

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	136,716	30%	41,015

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 LEA will be utilizing data collected and analyzed through our student information and data warehousing systems, Skyward and EdInsight, respectively, to identify student behavior and attendance trends. This data will help to inform our school counselors, teachers, and administrators of trends in student wellness and behavior. These trends will then be identified and analyzed in order to target support for our students who are showing an increase in absences, negative behavior referrals, or other observed behaviors. Anecdotal data will also be collected by teachers and other school personnel for observed student behaviors in the classroom and other instructional/non-instructional settings (schoolyard, playground, lunch).

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
Increase part-time counselor to full-time		Universal	261

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 Surveys	Beginning/End of Year	The LEA expects that with increased mental health support and programming provided by having a full-time counselor, the social emotional well-being of students and teachers will improve.
Participation/Attendance Tracking	Ongoing	The LEA expects that with increased mental health support and programming provided by having a full-time counselor, overall attendance and participation in mental health programming will improve.
Tracking of behavior referrals	Ongoing	The LEA expects that with increased mental health support and programming provided by having a full-time counselor, the incidence of negative behavior referrals will decrease, and the number of positive behavior referrals will increase.

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	136,716	10%	13,672

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	75	Teacher	Thom Stecher and Associates	External Contractor	Professional Development sessions to help teachers integrate the social

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
culturally relevant support;					emotional curriculum into our writing programs.
e. Self-care and mindfulness strategies for teachers;	75	Teacher	Thom Stecher and Assoicates	External Contractor	Professional development to support teacher mental health and wellness - self care strategies.
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	75	Teacher	Thom Stecher and Asociates	External Contractor	Professional Development tailored specifically to needs that have developed among students as a result of the pandemic.

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
Teacher Survey	Beg/End of Programming	The LEA expects that with increased professional development, teachers will increase their social-emotional instruction in the classroom, and will form greater connections with students, and feel better prepared to handle

Tool Used to Evaluate Success	Frequency of Use	Expected Results
		student social-emotional issues resulting from the pandemic.

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	136,716	8%	10,937

11. What local assessments were used to determine the need to address learning loss in the area of reading? For which specific groups of students was this need evidenced? What were the findings?

The Houghton Mifflin Harcourt Reading Inventory was used to determine learning loss in the area of reading. The specific group of students included students who receive special education services and they are reading at least two years below grade level. The findings of the Reading Inventory showed that some students experienced loss of reading skills.

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 group of students are identified as having deficits in the area of reading.

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

Yes

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

Training	Grade Level / ESL / Special Education	Number of Teachers Trained
Read 180/System 44 training	Grades 5-12/Special Education	6

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
			READ 180 is designed to help students develop and improve their skills in the followingareas:• Phonics: The lowest-level students in READ 180 get instruction in how to "decode"text by understanding how letters and spelling patterns stand for sounds in theEnglish language.• Fluency:

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Read 180	Children with Disabilities	100	Fluency is the ability to read smoothly, accurately, and with confidence andexpression. READ 180 students develop fluency through repeated readings of textson the computer and teacher-guided reading and instruction. Audiobooks andnarrated online readings model fluent reading for listeners.• Reading Comprehension: Students in READ 180 learn, practice, and are tested on avariety of skills and strategies (such as finding main ideas, summarizing theimportant parts of a text, and understanding causes and effects) that help readersbetter understand and remember what they read.• Vocabulary• Spelling• Writing
			System 44 is a research- based solution that includes technology and supports the development of literacy skills by engaging students

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
System 44	Children with Disabilities	61	and providing instruction for English Language Learners that includes phonemic awareness, word recognition and spelling, vocabulary development, word analysis, and morphology.

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
Reading Inventory	Sept, Jan & May	Students will make 1/2 year to a year's growth in reading.

Section 3d - Other Learning Loss Activities: LEAs are permitted to utilize the remainder of their allocation to support and/or supplement additional efforts being implemented to combat learning loss caused by the COVID-19 pandemic. Please use this section to describe those efforts.

*This value can be **UP TO 52%** of the total allocation, if minimum values were used for other reserves.

16. Calculate 52% of the remaining LEA Allocation **AS A MAXIMUM** amount to fund Other Learning Loss Activities. (Calculation will populate when you click the Save button)

	Total LEA Allocation	Multiply by 52% (.52)	Maximum Allocation for Other Learning Loss Activities
52% Other Learning Loss Activities	136,716	52%	71,092

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
Summer School Programming	Major Racial and Ethnic Groups	150	We will be using these funds to support our summer school programming funded by the 1% set aside in this grant.
After School Programming	Major Racial and Ethnic Groups	150	We will be using these funds to support our after school programming funded by the 1% set aside in this grant.
SEL	Major Racial and Ethnic Groups	261	We will be using these funds to support our after school programming funded by the 5% set aside in this grant.
Reading Support	Children with Disabilities	150	We will be using these funds to support our reading support programming funded by the 5% set aside in this grant.

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
Classroom-Based Assessments/Grades/Performance Indicators	Ongoing	The LEA expects that student classroom performance will improve as a result of participation in programming.
Student Surveys	Beg/End of programming	The LEA expectst that student responses on surveys will show an increase in interest in school activities, increase in attendance, and increase in positive attitudes towards school.
Teacher Surveys	Beg/End of programming	The LEA expects that teacher responses will show an increase in positive attitudes towards the workplace, interactions with students, and an increase in overall mental health and wellness.
Nationally Normed Testing: AIMS Web, DIBELS, F&P	Ongoing	The LEA expects achievement on nationally normed assessments will increase as students participate in programming.

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

$136,716.00

Allocation

$136,716.00

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)

41,015

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	$24,200.00	Additional MPPC Guidance Counselor Salary due to increase to 1 FTE from 0.5 FTE
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	$21,158.00	Additional MPPC Guidance Counselor Benefits due to increase to 1 FTE from 0.5 FTE
		$45,358.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

$136,716.00

Allocation

$136,716.00

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)

13,672

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$15,500.00	Thom Stecher and Associates Contracted Professional Development
		$15,500.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

$136,716.00
Allocation

$136,716.00

Budget Over(Under) Allocation

$0.00

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

10,938

Budget Summary

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$24,056.00	Read 180
		$24,056.00	

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	136,716	41,015	13,672	10,938	71,091

Learning Loss Expenditures

Budget

$136,716.00
Allocation

$136,716.00

Budget Over(Under) Allocation

$0.00

Budget Overview

Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	$23,227.00	Edgenuity licenses for summer school
1000 - Instruction	100 - Salaries	$25,650.00	K-8 After School Program Salaries

Function	Object	Amount	Description
1000 - Instruction	200 - Benefits	$2,925.00	K-8 After School Program Benefits
		$51,802.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

$136,716.00
Allocation

$136,716.00

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	$25,650.00	$2,925.00	$0.00	$0.00	$0.00	$23,227.00	$0.00	$51,802.00
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	$24,056.00	$0.00	$24,056.00
1300 CAREER AND TECHNICAL EDUCATION	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1400 Other Instructional Programs – Elementary / Secondary	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1600 * ADULT EDUCATION PROGRAMS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1700 Higher								

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
Education Programs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1800 Pre-K	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2000 SUPPORT SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2100 SUPPORT SERVICES – STUDENTS	$24,200.00	$21,158.00	$0.00	$0.00	$0.00	$0.00	$0.00	$45,358.00
2200 Staff Support Services	$0.00	$0.00	$15,500.00	$0.00	$0.00	$0.00	$0.00	$15,500.00
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	$0.00	$0.00	$0.00
2500 Business Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2600 Operation and Maintenance	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2700 Student Transportation	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2800 Central Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3100 Food Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
3200 Student Activities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3300 Community Services	$0.00	$0.00	$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
	$49,850.00	$24,083.00	$15,500.00	$0.00	$0.00	$47,283.00	$0.00	$136,716.00
				Approved Indirect Cost/Operational Rate: 0.0000				$0.00
							Final	$136,716.00