

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	Throughout the pandemic, staff connected with students and families to gauge readiness to learn and assist with any struggles families and students had. Upon reentry, these connections continue. Principals, social workers, and school resource officers work closely to provide ongoing supports to identified students and families that struggle due to the pandemic. Teachers and counselors are the frontline for conveying these needs to administration. We surveyed our k-12 counselors, social workers, and administration to gauge SEL needs among staff, students, and families. For the 21-22 school year, we surveyed the k-12 teaching staff to determine their mental health needs and those of their students.
Professional Development for Social and Emotional Learning	All staff received trauma informed training prior to the pandemic. The invaluable resources and skills learned from these trainings were used during the pandemic. Teachers worked in conjunction with school counselors and social workers to assist students exhibiting mental needs. New staff will receive this training and we will provide refresher sessions to all k-12 staff over the next few years. Additionally, since our ELL population has grown, we will have specific staff SEL training for working with families of ELL students. Our school resource officers receive SEL training specific to their role.
Reading Remediation and Improvement for Students	Upon reentry to school, all students in grades k-3 were administered the Dibels Next Reading assessment. All k-6 students were administered the STAR Reading assessment. Data from these assessments determined which students received focused remediation and/or additional supports in reading instruction. K-6 staff reviewed classroom STAR data to ID focus skill areas in which 50% or more of their students needed retaught.
Other Learning Loss	As a result of the pandemic, many students show deficits in progression of math skills based on Star data. Teachers in grades k-6 have reviewed classroom data based on performance of focus skills to identify where they need to focus more of their instruction. All K through 12 teachers are revising their math instruction to accelerate learning.

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
Children from Low-Income Families	Reading Remediation and Improvement	Data from -Dibels Next & STAR Reading, classroom assessments from Pearson Ready Gen
Children with Disabilities	Reading Remediation and Improvement	Data from -Dibels Next & STAR Reading, classroom assessments from Pearson Ready Gen
English Learners	Reading Remediation and Improvement	Data from -Dibels Next & STAR Reading, classroom assessments from Pearson Ready Gen
Students Experiencing Homelessness	Reading Remediation and Improvement	Data from -Dibels Next & STAR Reading, classroom assessments from Pearson Ready Gen
Youth in Foster Care	Reading Remediation and Improvement	Data from -Dibels Next & STAR Reading, classroom assessments from Pearson Ready Gen
Children from Low-Income Families	Social and Emotional Learning	Direct communications with families and students, staff survey results
Children with Disabilities	Social and Emotional Learning	Direct communications with families and students, staff

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		survey results
English Learners	Social and Emotional Learning	Direct communications with families and students, staff survey results
Students Experiencing Homelessness	Social and Emotional Learning	Direct communications with families and students, staff survey results
Youth in Foster Care	Social and Emotional Learning	Direct communications with families and students, staff survey results
Gender	Other Areas of Learning Loss	District math Star data and classroom data.

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	231,416	30%	69,425

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 is using data from:• the needs assessment survey• student attendance• staff and parent surveys• student input via school counselorsStrengths: • use of data by principals and teachers to identify skill deficits• alignment of ELA and math curriculum to focus skill areas on the Star assessment identified by Renaissance learning• use of small group instruction throughout the k-6 level to assist with remediation • assigned building reading specialists and academic coaches in all k-3 buildings• k-12 communication and connections to families by all staff• SWPBIS systems in all k-12 buildings (many with fidelity)• Community partnerships • Positive relationships with local law enforcement and magisterial personnelConcerns• Student

motivation/apathy toward school (secondary level)• Student ability to focus on tasks (k-12)• Students acting out due to lack of coping skills/resiliency • Teacher stress and ability to manage classes • Teachers “burning out”• the district is using data from:• the needs assessment survey• student attendance• staff and parent surveys• student input via school counselorsStrengths: • use of data by principals and teachers to identify skill deficits• alignment of ELA and math curriculum to focus skill areas on the Star assessment identified by Renaissance learning• use of small group instruction throughout the k-6 level to assist with remediation • assigned building reading specialists and academic coaches in all k-3 buildings• k-12 communication and connections to families by all staff• SWPBIS systems in all k-12 buildings (many with fidelity)• Community partnerships • Positive relationships with local law enforcement and magisterial personnelConcerns• Student motivation/apathy toward school (secondary level)• Student ability to focus on tasks (k-12)• Students acting out due to lack of coping skills/resiliency • Teacher stress and ability to manage classes • Teachers “burning out”

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
Blue prints program for adolescents	Children from Low-Income Families	Targeted	150
Blue prints program for adolescents	Students Experiencing Homelessness	Targeted	10
Blue prints program for adolescents	Children with Disabilities	Targeted	20

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
Infinite Campus attendance reports	weekly	Identified students will show a positive trend in attending school and Academic performance
		Identified students will show a

Tool Used to Evaluate Success	Frequency of Use	Expected Results
EWIMS	daily/weekly/biweekly/monthly	positive trend in attending school and academic performance

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	231,416	10%	23,142

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
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	350	Teacher	Susan Tarasevich Learning, LLC	External Contractor	Trauma solutions training package.. This is a continuation of a prior training we had
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	15	Admin	Susan Tarasevich Learning	External Contractor	Trauma solutions training package.. This is a continuation of a prior training we had
b. Identifying signs of possible mental health issues and providing culturally relevant support;	13	Counselor	Susan Tarasevich Learning	External Contractor	Training "inside the adolescent brain"
b. Identifying signs of possible mental health issues and providing culturally relevant support;	15	Admin	Susan Tarasevich Learning	External Contractor	Training "inside the adolescent brain"
c. Motivating					Research

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
students that have been disengaged;	350	Teacher	TBD	External Contractor	based practices to motivate students
d. Mentoring students who have attendance issues before it becomes a pattern;	4	Other	TBD	External Contractor	Research based practices to motivate students to attend school and see the value in their schooling. this training is specific to our social workersThis training is specific to our social workers
e. Self-care and mindfulness strategies for teachers;	350	Teacher	TBD	External Contractor	Reserach based practices that help focus adults on themselves so they perform at their best
f. Engaging and communicating effectively with parents;	350	Teacher	PR specialist	Internal Staff	Proven practices that engage all families and allow them to feel accepted and welcomed
					Proven

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
f. Engaging and communicating effectively with parents;	15	Admin	PR specialist	Internal Staff	practices that engage all families and allow them to feel accepted and welcomed
f. Engaging and communicating effectively with parents;	13	Counselor	PR specialist	Internal Staff	Proven practices that engage all families and allow them to feel accepted and welcomed
g. Working with community agencies to address non-academic needs.	15	Admin	Pupil Personnel	Internal Staff	Identifying community partners that will assist students in families outside the school day outside the school day..
g. Working with community agencies to address non-academic needs.	4	Other	Pupil Personnel	Internal Staff	Identifying community partners that will assist students in families outside the school day outside the school day. This is specifically geared toward our social workers.

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
PASS	Quarterly for most and monthly for those showing barriers to learning(disengagement, low self-worth, bullying, and the risk of absenteeism).	Reports generated from the PASSR will be used to identify students exhibiting barriers so counselors may focus their attention on these students to help them find success.

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	231,416	8%	18,513

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?

In grades K-6, the Dibels Next is used to identify students in need of reading support. Identified students receive targeted supports and services both in the classroom and small groups. Additionally students in grades k-8 are assessed via the STAR and data determines in class supports. Students in grades 9-11 are assessed using the CDT. Data determines classroom and other instructional supports. Data from the above assessments indicates that students in grades 3-4-5-6-7-8-9 are performing below grade level. In particular special education students are performing well below grade level.

12. Does your data indicate that at-risk readers are making at least a year's worth of growth or more in one school year? *Please consider both state PVAAS data and local assessment data

Yes

Please explain:

Students in grades k-8 show at least one year worth of growth on PVASS and local assessment data. The reading specialists, academic coaches, special education and ESL teachers have regular data meetings to determine instructional groups for targeted supports.

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
An Introduction to the Science of Reading	middle school	8
An Introduction to the Science of Reading	primary & elementary	60

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
phoneme-grapheme mapping tasks	Children from Low-Income Families	105	Decoding and spelling is A high need area for younger learners. The teacher dictates a chain of pattern words for children to spell and a grid one word at a time with one speech sound per box. The teacher can write the words and have the children decode them.
phoneme-grapheme map	Children with Disabilities	70	Decoding and spelling is A high need area for younger learners. The teacher dictates a chain of pattern words for children to spell and a grid one word at a time with one speech sound per box. The teacher can write the words and have the children decode them.
phoneme-grapheme approach	Children from Low-Income Families	105	Teachers you use word families & onset rime as approaches to help students decode an unfamiliar word.
phoneme-grapheme approach	Children with Disabilities	70	Teachers you use word families & onset rime as approaches to help students decode an unfamiliar word.
			Teachers you use

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
phoneme-grapheme approach	English Learners	7	word families & onset rime as approaches to help students decode an unfamiliar word.

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
STAR Assessment	3x year	students will show progress in all areas of phonics instruction
Readwell Assessments	monthly	students will show progress in all areas of phonics instruction
Dibels Nxt	3x year	students will show progress in all areas of phonics instruction

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	231,416	52%	120,336

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
Spring Math	Children from Low-Income Families	180	Students take a web-based assessment to determine skills readiness, deficits, which allows teachers to monitor progress and adjust interventions on a weekly basis
Spring Math	Children with Disabilities	120	Students take a web-based assessment to determine skills readiness, deficits, which allows teachers to monitor progress and adjust interventions on a weekly basis
Spring math	English Learners	12	Students take a web-based assessment to determine skills readiness, deficits, which allows teachers to monitor progress and adjust interventions on a weekly basis
Spring math	Students Experiencing Homelessness	20	Students take a web-based assessment to determine skills readiness, deficits, which allows teachers to monitor progress and adjust interventions on a

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			weekly basis

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
STAR math assessment data	3 x year	Students will show growth in their skills over the course of the year
Spring Math assessment data	at a minmum bi weekly	Students will show growth in their skills over the course of the year

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

\$231,416.00

Allocation

\$231,416.00

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)

69,425

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$109,916.00	School Based contracted services with metal health professionals for students in grades k-12. Includes all aspects from screening process through treatment-provider TBD
3300 - Community Services	300 - Purchased Professional and Technical Services	\$10,000.00	Blue prints programs for community/parents-TBD.
2000 - SUPPORT SERVICES	300 - Purchased Professional and Technical Services	\$5,000.00	PASS survey for students
		\$124,916.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$231,416.00

Allocation

\$231,416.00

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)

23,142

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$24,000.00	Contracted services with Susan Tarasevich Learning for 3 years working with all staff on SEL
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$15,000.00	TBD- SEL training specific to social workers, the homeless liaison, and ESL staff to meet the needs of families they work with for 3 years
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$12,000.00	TBD- provider to train staff on mindfulness procedures and practices to encourage students to attend and stay in school- 3 year training

		\$51,000.00	
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Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$231,416.00

Allocation

\$231,416.00

Budget Over(Under) Allocation

\$0.00

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

18,513

Budget Summary

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$5,000.00	Resources to support summer ELA programs
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$3,500.00	salaries for staff instructing the summer ELA programs per the CBA
1000 - Instruction	300 - Purchased Professional and Technical Services	\$8,000.00	PD sessions and all costs associated for k-12 teachers / admin regarding the science of literacy - TBD
1000 - Instruction	900 - Indirect Costs Rate	\$4,000.00	Per CBA costs for teachers/admin to attend PD off site - TBD
		\$20,500.00	

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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	23,416	69,425	23,142	20,000	-89,151

Learning Loss Expenditures

Budget

\$231,416.00

Allocation

\$231,416.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$20,000.00	Per CBA payment for k-12 teachers to work on curriculum revisions (all core subjects)
	300 - Purchased		Spring Math as a math

Function	Object	Amount	Description
1000 - Instruction	Professional and Technical Services	\$15,000.00	resource to accelerate learning for 3 years
		\$35,000.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

\$231,416.00

Allocation

\$231,416.00

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	\$20,000.00	\$0.00	\$23,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$43,000.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$160,916.00	\$0.00	\$0.00	\$0.00	\$0.00	\$160,916.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$3,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$8,500.00
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	\$5,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$5,000.00
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
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	\$10,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,000.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$23,500.00	\$0.00	\$198,916.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$227,416.00
				Approved Indirect Cost/Operational Rate: 0.0000				\$0.00
				Final				\$227,416.00