

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 | Child study teams at the building level are utilized to analyze data collected from the current implemented SEL program. These team discuss the overall needs of students and how to address them. Considerations for utilizing an SEL survey will be discussed in the future to further gather data in this area. |
| Professional Development for Social and Emotional Learning | A professional development committee will gather data and analyze needs using a survey of professional staff.. |
| Reading Remediation and Improvement for Students | Local assessments and state data are utilized by classroom teachers, reading specialists, special education teachers, and building teams to identify and look for academic trends and needs. |
| Other Learning Loss | Local assessments and state data are utilized by classroom teachers, reading specialists, special education teachers, and building teams to identify and look for academic trends and needs. |

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 |
|----------------------|-----------------------|---|
| | | SEL Curriculum |

| 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 | Social and Emotional Learning | implementation, Parent Engagement, Small group Instruction, PBIS, Trauma Informed |
| Children from Low-Income Families | Reading Remediation and Improvement | SMART Goals, Tutoring, evidence based reading interventions, PBIS |
| Children with Disabilities | Social and Emotional Learning | SEL Curriculum implementation, Parent Engagement, Small group Instruction, PBIS, Trauma Informed |
| Children with Disabilities | Reading Remediation and Improvement | SMART Goals, Tutoring, evidence based reading interventions, Progress Monitoring, PBIS |
| Children from Low-Income Families | Other Areas of Learning Loss | SMART Goals, Tutoring, evidence based reading interventions, PBIS |
| Children with Disabilities | Other Areas of Learning Loss | SMART Goals, Tutoring, evidence based interventions, Progress Monitoring, PBIS |
| English Learners | Social and Emotional Learning | SEL Curriculum implementation, Parent Engagement, Small group Instruction, PBIS, Trauma Informed |
| English Learners | Reading Remediation and Improvement | SMART Goals, Tutoring, evidence based reading interventions, PBIS |
| | | SMART Goals, Tutoring, |

| Student Group | Area of Impact | Provide specific strategies that were used or will be used to identify and measure impacts |
|------------------|-------------------------------------|--|
| English Learners | Other Areas of Learning Loss | evidence based reading interventions, PBIS |
| Gender | Social and Emotional Learning | SEL Curriculum implementation, Parent Engagement, Small group Instruction, PBIS, Trauma Informed |
| Gender | Reading Remediation and Improvement | SMART Goals, Tutoring, evidence based reading interventions, PBIS |
| Gender | Other Areas of Learning Loss | SMART Goals, Tutoring, evidence based reading interventions, PBIS |

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 | 106,808 | 30% | 32,042 |

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.

Schools utilize discipline data, data collected through our SEL curriculum, child study teams, and school improvement teams to determine the social and emotional needs of students within the district. COVID has certainly taken a toll on the mental health of students. We have high attendance and graduations rates, but are looking for ways to increase student engagements and self regulation of feelings within the classroom.

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 |
|--|-----------------------------------|--|----------------------------------|
| SEL Curricular Materials | Children from Low-Income Families | Universal | 300 |
| SEL Curricular Materials | Children with Disabilities | Universal | 20 |
| SEL Curricular Materials | Gender | Universal | 275 |
| Community Based Mental Health Services | Children from Low-Income Families | Intensive | 750 |
| Community Based Mental Health Services | Children with Disabilities | Intensive | 125 |
| Community Based Mental Health Services | English Learners | Intensive | 80 |
| Community Based Mental Health Services | Gender | Intensive | 1,800 |

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 |
|--------------------------------------|-------------------------|--|
| Dashboard | Daily | Faculty and staff will be able to refer families to services and the dashboard will provide us information about progress. We will be able to monitor the number of students receiving mental health services. |

| Tool Used to Evaluate Success | Frequency of Use | Expected Results |
|-------------------------------|------------------|---|
| SEL Curriculum Monitoring | Weekly | Planning and implementation of the SEL curriculum by staff. |
| Discipline Data | Monthly | Schools will be able to monitor discipline data and target specific areas of strength/need. |

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 | 106,808 | 10% | 10,681 |

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; | 150 | Teacher | Outside Agency | External Contractor | Staff will be Trauma Informed trained. |
| b. Identifying signs of possible mental health issues and providing culturally relevant support; | 4 | Counselor | Outside Agency | External Contractor | Staff will be Trauma Informed trained. |
| a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic; | 4 | Counselor | Outside Agency | External Contractor | Staff will be Trauma Informed trained. |
| b. Identifying signs of possible mental health issues and providing culturally relevant support; | 150 | Teacher | Outside Agency | External Contractor | Staff will be Trauma Informed trained. |
| a. 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 |
|---|--------------------------|--|--|--|---|
| emotional learning and support for students that have suffered trauma during the COVID-19 pandemic; | 10 | Admin | Outside Agency | External Contractor | Staff will be Trauma Informed trained. |
| b. Identifying signs of possible mental health issues and providing culturally relevant support; | 10 | Admin | Outside Agency | External Contractor | Staff will be Trauma Informed trained. |
| c. Motivating students that have been disengaged; | 150 | Teacher | Outside Agency | External Contractor | Staff will be Trauma Informed trained. |
| c. Motivating students that have been disengaged; | 4 | Counselor | Outside Agency | External Contractor | Staff will be Trauma Informed trained. |
| c. Motivating students that have been disengaged; | 10 | Admin | Outside Agency | External Contractor | Staff will be Trauma Informed trained. |
| e. Self-care and mindfulness strategies for teachers; | 150 | Teacher | Outside Agency | External Contractor | Staff will be Trauma Informed trained. |

| 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 |
|---|--------------------------|--|--|--|---|
| e. Self-care and mindfulness strategies for teachers; | 4 | Counselor | Outside Agency | External Contractor | Staff will be Trauma Informed trained. |
| e. Self-care and mindfulness strategies for teachers; | 10 | Admin | Outside Agency | External Contractor | Staff will be Trauma Informed trained. |

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 |
|-------------------------------|------------------|---|
| Survey | 3 times a year | District and School data will be used to determine the effectiveness of the training and the impact it has had on students. |
| Mental Health Referrals | Frequently | District will be able to identify and provide appropriate resources to students and families to address mental health concerns. |

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 | 106,808 | 8% | 8,545 |

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?

iReady and local assessments were utilized to identify small groups of students in need of intervention. We have identified low income students who are in need of this extra support.

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:

Not yet. We have fully implemented iReady as a benchmarking tool in grades K-8 and are still gathering data points to analyze. Our local assessments do indicate a years worth of growth in most cases.

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 |
|-------------------------|-----------------------------------|---|--|
| Fountas and Pinnell-LLI | Children from Low-Income Families | 50 | Small group instruction in all 5 reading components. |
| Foundations | Children with Disabilities | 15 | Students receive direct instruction in all 5 components in reading in a small group. |
| Fluency | Children from Low-Income Families | 30 | Students will receive support in the area of reading fluency. |

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 |
|-------------------------------|------------------|--|
| iReady | 3 times a year | We will look for a years worth of growth |
| Fountas and Pinnell | 3 times a year | We will look for a years worth of growth |

| Tool Used to Evaluate Success | Frequency of Use | Expected Results |
|-------------------------------|------------------|---|
| Local Assessments-SMART Goals | Frequent | Frequent monitoring of SMART goals to ensure that growth is occurring rapidly |

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 | 106,808 | 52% | 55,540 |

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 |
|----------------------|-----------------------------------|---|---|
| High Dosage Tutoring | Children from Low-Income Families | 150 | Utilizing instructional aidea to support students in specific areas of need under the direction of a reading specialist or teacher. |
| | | | Teachers will work to |

| Intervention | Student Group | Number of Students Receiving Intervention | Brief Description of Intervention |
|---|-----------------------------------|--|---|
| Aligned Curricular Maps and Units | Children from Low-Income Families | 450 | ensure that there is an alignment in curriculum, instruction, and assessment. |
| Colleague Collaborative Planning and Discussion | Children from Low-Income Families | 450 | Teachers will be provided additional time to collaborate and discuss curricular and student needs. |
| Colleague Collaborative Planning and Discussion | Children with Disabilities | 125 | Teachers will be provided additional time to collaborate and discuss curricular and student needs. |
| Aligned Curricular Maps and Units | Children with Disabilities | 125 | Teachers will work to ensure that there is an alignment in curriculum, instruction, and assessment. |
| Aligned Curricular Maps and Units | English Learners | 85 | Teachers will work to ensure that there is an alignment in curriculum, instruction, and assessment. |
| High Dosage Tutoring | Children with Disabilities | 30 | Utilizing instructional aidea to support students in specific areas of need under the direction of a reading specialist or teacher. |
| Small Group Intervention | Children from Low-Income Families | 450 | Students will be provided specific intervention through the use of evidence |

| Intervention | Student Group | Number of Students Receiving Intervention | Brief Description of Intervention |
|--------------------------|-----------------------------------|---|--|
| | | | based materials. |
| Small Group Intervention | Children with Disabilities | 125 | Students will be provided specific intervention through the use of evidence based materials. |
| Small Group Intervention | English Learners | 85 | Students will be provided specific intervention through the use of evidence based materials. |
| Coaching | Children from Low-Income Families | 450 | District instructional coaches will be utilized to support teachers |
| Coaching | Children with Disabilities | 125 | District instructional coaches will be utilized to support teachers |
| Coaching | English Learners | 85 | District instructional coaches will be utilized to support teachers |

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 |
|-------------------------------|------------------|--|
| iReady | 3 times a year | We will monitor data to ensure that students are making a years worth of growth or more. |
| Local Assessments | 3 times a year | We will monitor data to ensure that students are making a years worth of growth or more. |

| Tool Used to Evaluate Success | Frequency of Use | Expected Results |
|--------------------------------------|-------------------------|-------------------------|
| | | |

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

\$106,808.00

Allocation

\$106,808.00

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)

32,042

Budget Summary

| Function | Object | Amount | Description |
|--|---|--------------------|--|
| 1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY | 600 - Supplies | \$5,500.00 | SEL Curricular Materials |
| 1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY | 300 - Purchased Professional and Technical Services | \$21,000.00 | Community Based Mental Health Service |
| 1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY | 600 - Supplies | \$5,542.00 | Supplies and materials for calm down spaces for students |
| | | \$32,042.00 | |

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$106,808.00

Allocation

\$106,808.00

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)

10,681

Budget Summary

| Function | Object | Amount | Description |
|--|---|--------------------|--|
| 1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY | 300 - Purchased Professional and Technical Services | \$10,681.00 | Contract with a company to help train school district employees on being Trauma Informed |
| | | \$10,681.00 | |

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$106,808.00

Allocation

\$106,808.00

Budget Over(Under) Allocation

\$0.00

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

8,545

Budget Summary

| Function | Object | Amount | Description |
|--------------------|----------------|-------------------|----------------|
| 1000 - Instruction | 100 - Salaries | \$4,905.68 | Tutor Salaries |
| 1000 - Instruction | 200 - Benefits | \$3,639.32 | Tutor Benefits |
| | | \$8,545.00 | |

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 | 106,808 | 32,042 | 10,681 | 8,545 | 55,540 |

Learning Loss Expenditures

Budget

\$106,808.00

Allocation

\$106,808.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

| Function | Object | Amount | Description |
|--|----------------|-------------|--|
| 1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY | 600 - Supplies | \$10,000.00 | Scientifically based interventions for special education |

| Function | Object | Amount | Description |
|--|---|--------------------|--|
| 1000 - Instruction | 300 - Purchased Professional and Technical Services | \$12,744.30 | Professional development services for reading/math instruction |
| 1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY | 100 - Salaries | \$23,000.00 | Professional development stipends |
| 1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY | 200 - Benefits | \$9,795.70 | Professional development stipends |
| | | \$55,540.00 | |

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

\$106,808.00

Allocation

\$106,808.00

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 | \$4,905.68 | \$3,639.32 | \$12,744.30 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$21,289.30 |
| 1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY | \$23,000.00 | \$9,795.70 | \$31,681.00 | \$0.00 | \$0.00 | \$11,042.00 | \$0.00 | \$75,518.70 |
| 1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$10,000.00 | \$0.00 | \$10,000.00 |
| 1300 CAREER AND TECHNICAL EDUCATION | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 1400 Other Instructional Programs – Elementary / Secondary | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 1600 * ADULT EDUCATION PROGRAMS | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 1700 Higher | | | | | | | | |

| | 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 | \$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 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| | \$27,905.68 | \$13,435.02 | \$44,425.30 | \$0.00 | \$0.00 | \$21,042.00 | \$0.00 | \$106,808.00 |
| Approved Indirect Cost/Operational Rate: 0.0000 | | | | | | | | \$0.00 |
| Final | | | | | | | | \$106,808.00 |