

Section: Narratives - Needs Assessment

Introduction

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

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

Percentage of LEA Allocation - Required Activities

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

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

8% - To address reading remediation and improvement for students

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

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

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

- 1) A description of each program and activity
- 2) A narrative outlining the expected benefit of each program and activity
- 3) A budget for each program and activity detailing personnel and operating costs.

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

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

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

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

Indicators of Impact

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

	Method used to Understand Each Type of Impact
Social and Emotional Learning	The District has implemented a survey through the administrative to to qualify the number of students who have struggled with mental health or SEL matters. Those raw data numbers have been utilized to build a plan that will alleviate to the greatest degree those obstacles which present barriers to successful student growth both academically, behaviorally and emotionally.
Professional Development for Social and Emotional Learning	The District through anecdotal discussion and communication has determined that the faculty and staff of the WHSD will benefit from implementation strategies that will ease SEL and mental health matters. This will not only be personally beneficial to faculty/staff, it will be advantageous for them professionally as they will gain a greater understanding of their students and the community who may be dealing with these matters.
Reading Remediation and Improvement for Students	Local assessments (DIBELS Next, Classroom Diagnostic Tool and Classroom based assessments) indicate that there is an critical need to place emphasis on literacy learning loss. This is particularly true at the K-2 grade span. The K-2 literacy program has been solid for years, however, the negative impact of COVID has set many students, particularly in this grade range, back significantly. The district intends to ramp up literacy supports and instruction to ensure that all students attain grade level reading by the end of the 3rd grade year.
Other Learning Loss	Regarding set aside funds, any left over funds outside of those delineated for SEL (students and Faculty/staff), will be dedicated to additional reading remediation and improvement for students.

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	DIBELS Next, IST intervention assessments, CDT and Classroom -based assessments will be utilized in strategically and clearly identifying those students who have been impacted negatively by COVID with regard to literacy skills.
Children with Disabilities	Reading Remediation and Improvement	DIBELS Next, IST intervention assessments, CDT and Classroom -based assessments will be utilized in strategically and clearly identifying those students who have been impacted negatively by COVID with regard to literacy skills.
English Learners	Reading Remediation and Improvement	DIBELS Next, IST intervention assessments, CDT and Classroom -based assessments will be utilized in strategically and clearly identifying those students who have been impacted negatively by COVID with regard to literacy skills.
Students Experiencing Homelessness	Reading Remediation and Improvement	DIBELS Next, IST intervention assessments, CDT and Classroom -based assessments will be utilized in strategically and clearly identifying those students who have been impacted negatively by COVID with regard to

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		literacy skills.
Youth in Foster Care	Reading Remediation and Improvement	DIBELS Next, IST intervention assessments, CDT and Classroom -based assessments will be utilized in strategically and clearly identifying those students who have been impacted negatively by COVID with regard to literacy skills.
Migrant Students	Reading Remediation and Improvement	DIBELS Next, IST intervention assessments, CDT and Classroom -based assessments will be utilized in strategically and clearly identifying those students who have been impacted negatively by COVID with regard to literacy skills.
Children from Low-Income Families	Social and Emotional Learning	Students will be strategically selected based on the IST process, the SAP process, through teachers/guidance counselors, local community agencies and through contracted mental health service providers.
Children with Disabilities	Social and Emotional Learning	Students will be strategically selected based on the IST process, the SAP process, through teachers/guidance counselors, local community agencies and through contracted mental health service providers.
		Students will be strategically

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
English Learners	Social and Emotional Learning	selected based on the IST process, the SAP process, through teachers/guidance counselors, local community agencies and through contracted mental health service providers.
Migrant Students	Social and Emotional Learning	Students will be strategically selected based on the IST process, the SAP process, through teachers/guidance counselors, local community agencies and through contracted mental health service providers.
Students Experiencing Homelessness	Social and Emotional Learning	Students will be strategically selected based on the IST process, the SAP process, through teachers/guidance counselors, local community agencies and through contracted mental health service providers.
Youth in Foster Care	Social and Emotional Learning	Students will be strategically selected based on the IST process, the SAP process, through teachers/guidance counselors, local community agencies and through contracted mental health service providers.

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	327,317	30%	98,195

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 has implemented a survey through the administrative to to qualify the number of students who have struggled with mental health or SEL matters. Those raw data numbers have been utilized to build a plan that will alleviate to the greatest degree those obstacles which present barriers to successful student growth both academically, behaviorally and emotionally. Additionally, the SAP teams in each of the school buildings will serve as a resource in identifying students who may be struggling with SEL type concerns. The IST (Instructional Support Team) and SST (Students Support Teams) in each of the school buildings will actively identify students will SEL struggles. Lastly, the District will rely on mental

health professionals (guidance, crisis and mental health counselors - both district employees and agency contractors/personnel) to identify students struggling with SEL concerns. In terms of strengths, the district has typically been very strong in creating an environment where students do not "fall through the cracks." This is typically true because of the culture that has been created and nurtured, systems that have been established as "safety nets," and strong community and parental relationship. With regard to an area for growth/concern, the district recognizes that "man-power" in terms of mental health service providers has been difficult to obtain and is often not readily available in the local community. Because the district is very large geographically, students often do not have access to mental health providers outside of the school. With this in mind, this will be the central focus in the proposed solution.

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
Mental Health Counselors	Children from Low-Income Families	Universal	180

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
Building Data - Student referrals/exits from services	Monthly	It is expected that the mental health service providers will on a monthly basis maintain a caseload document and provide data on the number of referrals, the number of students who have received mental health services and those who have referred to an agency/private practice where their needs will be met at the individual level.

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	327,317	10%	32,732

8. Describe the planned professional development activities and how the activity will ensure that teachers/staff are equipped with training/support on the following:
- Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;
 - Identifying signs of possible mental health issues and providing culturally relevant support;
 - Motivating students that have been disengaged;
 - Mentoring students who have attendance issues before it becomes a pattern;
 - Self-care and mindfulness strategies for teachers;
 - Engaging and communicating effectively with parents;
 - 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					This platform will provide all faculty with a plethora of diverse module, self-paced resources through the Safe School Training (Vector)

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
possible mental health issues and providing culturally relevant support;	383	Other	Safe School Training Application	External Contractor	platform. Courses cover a wide range of topics to include Behavior, Emergency Management, Health, Social and Behavioral, Special Education and Trauma Informed Practices
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	383	Other	Safe School Training Application	External Contractor	This platform will provide all faculty with a plethora of diverse module, self-paced resources through the Safe School Training (Vector) platform. Trauma Informed Practices is a primary module of the platform.
					This platform will provide all faculty with a plethora of diverse module, self-paced resources through the

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
c. Motivating students that have been disengaged;	383	Other	Safe School Training Application	External Contractor	Safe School Training (Vector) platform. Health, Instruction and Learning and Social and Emotional modules will fulfill this focus within the platform.
d. Mentoring students who have attendance issues before it becomes a pattern;	383	Other	Safe School Training Application	External Contractor	This platform will provide all faculty with a plethora of diverse module, self-paced resources through the Safe School Training (Vector) platform. The Social and Behavioral, as well as academic modules, will fulfill this focus within the platform.
					In the Social And Behavioral and Health modules of the Safe Schools training platform, there

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
g. Working with community agencies to address non-academic needs.	383	Other	Safe School Training Application	External Contractor	are multiple courses such as child trafficking, health and well-being, child abuse and a variety of several other topics that will be beneficial in building the school/community relationship and building awareness.
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	323	Other	TBD	External Contractor	All administrators, teachers, para-educators and Personal Care assistants will receive professional development regarding trauma and the impact it has on the social and emotional health of a child.
b. Identifying signs of					All administrators, teachers, para-educators and Personal Care assistants will receive

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
possible mental health issues and providing culturally relevant support;	323	Other	TBD	External Contractor	professional development regarding the identification of mental health concerns and effective approaches is assisting students and staff alike.
c. Motivating students that have been disengaged;	323	Other	TBD	External Contractor	All administrators, teachers, para-educators and Personal Care assistants will receive professional development regarding creating a healthy culture where students are fully engaged and motivated to learn and succeed.

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
		The district will monitor the

Tool Used to Evaluate Success	Frequency of Use	Expected Results
SAP team referrals	Weekly	number of students entered into the SAP process to determine the effectiveness of the mental health/SEL supports put in place.
IST (Instructional Support Team)	Monthly	The district will monitor the number of students entered into the IST process to determine the effectiveness of the mental health/SEL supports put in place.
Academic Data	Quarterly (ongoing)	The district will use several academic measures to determine the effectiveness of the mental health/SEL supports that have been implemented. Those measures will include DIBLES Next, CDT and Classroom Based Assessments.
Attendance Data	Monthly (ongoing)	The district will use individual attendance data to determine the effectiveness of the mental health/SEL supports that have been implemented.
Mental Health Services	Monthly	The district will rely on data demonstrating the amount of referrals to guidance counselors, agencies that work within the district and the mental health contractors with whom the district contracts.

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	327,317	8%	26,185

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 district relies heavily on the following measures/processes to ascertain students success or lack thereof regarding literacy: 1. DIBELS Next2. CDT (Classroom Diagnostic Tool)3. CBA (Classroom/Curricular Based Assessments)4. IST and Title Interventions (Ex. - Foundations, Just Words, Reading A-Z)Specifically the district has found that in particular, students in K-2 have shown significant learning loss and in many ways are behind the benchmarks that are typical for their age appropriate development. More specifically, students who are economically disadvantaged demonstrate higher rates difficulty with literacy. With this in mind, the District will focus not entirely, but intently on the K-2 grade span to ensure that by the end of 3rd grade, all students are at or above grade level. While this is a lofty goal, the District is keenly aware that research points to the 3rd grade benchmark as essential to future success academically.

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:

Our data indicates that a disproportionately large percentage of students, specifically in the K-2 grade span have not met the typical years worth of growth in their literacy skills. While at the 3-5, 6-8 and 9-12 grade spans there is some learning loss regarding literacy, our data indicates it is not as diminished as the K-2 grade span. With this in mind, while there will be efforts focused on literacy K-12, the District will place primary focus and increased literacy initiatives at the K-2 grade span. The District is fully committed to helping students in this regard through several literacy initiatives such as curricular adjustments, after-school opportunities and summer opportunities.

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
Foundations (Wilson Reading - Phonics, Phonemic Awareness, Decoding))	K-2/ ESL and Special Education	45
Just Words (Wilson Reading - decoding/phonics)	K-5 Title I teachers	6
Wilson Reading Specialist	K-12 Title I & Special Education Teachers	5
Diagnostic/Prescriptive Reading (Reading Specialist)	K-12	12
Geodes	K-2/ESL/SPecial Education	45

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
Foundations Double Dose	Children from Low-Income Families	247	Students will receive a "double dose" of the Foundations phonics, phonemic awareness and decoding intervention in their Title I lessons.
Geodes	Children from Low-Income Families	225	Reading intervention that is decodable and compliments the phonemic program, Foundations.
Just Words	Children from Low-Income Families	8	Reading intervention that is a phonics based program that teaches decoding.
Sound Partners	Children from Low-Income Families	66	Literacy intervention with phonemic awareness, blending and decoding and alphabetic principle,
Reading A-Z	Children from Low-Income Families	67	Literacy intervention with emphasis on comprehension and some decoding and fluency/accuracy components.
PAWS (Writing)	Children from Low-Income Families	8	A writing intervention that places focus in writing sentences, punctuation and spacing between words

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
Fundations	Daily	80% Mastery
DIBELS Next Assessments	Triennially	80% Mastery
Just Words Assessments	Weekly	80% Mastery
Sound Partners Assessments	12 weeks	80% Mastery
Geodes Assessments	Daily	80% Mastery
Reading A-Z	12 Weeks	80% Mastery
PAWS Writing Assessment	12 Weeks	80% Mastery

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.

- 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		52%	0

- 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

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

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

\$327,317.00

Allocation

\$327,317.00

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)

102,812

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$233,740.00	The district has contracted with three mental health counselors who will build caseloads and meet with students weekly at 4 of our six school buildings. These students will be identified by the SAP team, Guidance counselors, the Crisis Counselor, Nurse and/or administration.
		\$233,740.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$327,317.00

Allocation

\$327,317.00

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)

32,732

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	400 - Purchased Property Services	\$16,500.00	The district will contract with Vecxtor - Safe School Services platform to provide SEL driven professional development to serve faculty, students and all staff alike.
2200 - Staff Support Services	500 - Other Purchased Services	\$16,232.00	The district will contract with experts in the field of SEL/Mental health to professionally develop faculty and staff. Those with whom the district will contract will be soon determined.
		\$32,732.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$327,317.00

Allocation

\$327,317.00

Budget Over(Under) Allocation

\$0.00

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

26,185

Budget Summary

Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	\$60,845.00	The district will purchase the Wit & Wisdom curriculum for grades K-2 serving all students and subgroups withinj the grade span. Focus will be on literacy skills and comprehension
		\$60,845.00	

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					0

Learning Loss Expenditures

Budget

\$327,317.00

Allocation

\$327,317.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
		\$	
		\$0.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

\$327,317.00

Allocation

\$327,317.00

Budget Over(Under) Allocation

\$0.00

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$60,845.00	\$0.00	\$60,845.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher								

	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	\$233,740.00	\$0.00	\$0.00	\$0.00	\$0.00	\$233,740.00
2200 Staff Support Services	\$0.00	\$0.00	\$0.00	\$16,500.00	\$16,232.00	\$0.00	\$0.00	\$32,732.00
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
	\$0.00	\$0.00	\$233,740.00	\$16,500.00	\$16,232.00	\$60,845.00	\$0.00	\$327,317.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$327,317.00