

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	Frequent and strategic connection between school and home is a core value across our system. These connection calls and emails with students and families provide a rich source of data on resource and support needs contributing to student readiness to learn. Cross-functional teams use the data gathered through the weekly connections to identify and address social-emotional and mental health support needs, concerns about the learning environment, as well as non-academic resource, support, and professional development needs at home and in school. The teacher, counselor, and administrator notes from the weekly connections are used to identify students in need of social-emotional and/or mental health to develop and implement universal, targeted, and individualized student support plan to address the root cause(s); and assess response to interventions. On December 1, 2021, we will launch our SEL screener for all students in grades K-12 using Panorama Ed. This screener will be used to identify student needs and measure the efficacy of our MTSS process for SEL.
Professional Development for Social and Emotional Learning	Because social emotion learning is a key component of our SEL program, we engaged with school leaders, our professional development coordinator, and conversed with teachers and staff regarding the type of trainings they would benefit from. The following professional development sessions have been and will continue to be offered in the area of SEL. • Crisis Training for Student Resource Specialist and Special Education Supervisors • Panorama Ed Training which includes a screener and curriculum • 7 Mindset Training for all staff • Functional Behavior Assessments and PBSP for special education staff • Home visit protocols and active listening techniques for student advisors • Rethink Ed for school counselors and student resource specialists
	We use Edmentum Exact Path diagnostic assessments to assess and respond to student learning needs in Reading and Language Arts for all students in grades Kindergarten through 12th grade. Additionally, our

	Method used to Understand Each Type of Impact
Reading Remediation and Improvement for Students	school uses weekly course progress and grades collected through our online school to ensure students are engaged and demonstrating mastery of literacy standards in Reading and English Language Arts courses each week. Through our MTSS process, cross-functional teams of teachers work together to identify the root cause(s) of students' academic challenges; develop and implement universal, targeted, and individualized student support plans to address the root cause(s); and assess response to interventions
Other Learning Loss	We use Edmentum Exact Path diagnostic assessments to assess and respond to student learning needs in Math, Reading and Language Arts for all students in grades Kindergarten through 12th grade. Additionally, our school uses weekly course progress and grades collected through our online school to ensure students are engaged and demonstrating mastery of standards in all subject areas each week. Through our MTSS process, cross-functional teams of teachers work together to identify the root cause(s) of students' academic challenges; develop and implement universal, targeted, and individualized student support plans to address the root cause(s); and assess response to interventions.

Documenting Disproportionate Impacts

- Identify the student groups in the LEA that faced particularly significant impacts from the pandemic in the areas of Social and Emotional Learning, Reading Remediation and Improvement, or any other areas of learning loss that the LEA will address with this funding source. For each, provide specific strategies that were used or will be used to identify and measure impacts.

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Major Racial or Ethnic Groups	Social and Emotional Learning	Increased student resource specialist to 14 staff members; identified a screener and tiering model with curriculum to address SEL; contracted with Devereux Mental Health Services as a outside provider to assist with clinically significant mental health concerns of the student population
		Purchased and implemented

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Major Racial or Ethnic Groups	Reading Remediation and Improvement	Edmentum’s Exact Path as an academic screener to assist with tiering and targeted supports through Response to Intervention; Insight PA has several reading interventionists that provide explicit small group instruction to Tier III learners.
Children with Disabilities	Social and Emotional Learning	Insight PA will hire two Behavioral Interventionists for FBA's and behavioral supports.
Children with Disabilities	Reading Remediation and Improvement	Insight PA purchased Reading Horizons, a researched based reading programs to address the need of our special education students,
English Learners	Other Areas of Learning Loss	The English Learner Success Application(ELSA) will be purchased to identify teaching and building trends, remedy academic deficits and track student growth and attainment timelines.
Children from Low-Income Families	Other Areas of Learning Loss	We use daily attendance data collected through our online school to continuously assess student-level attendance. Through our MTSS and SAP processes, cross-functional teams of attendance and resource specialists work with students flagged for attendance to identify the root cause(s) of the student’s attendance challenges; develop and implement universal, targeted, and

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		individualized student support plan to address the root cause(s); and assess response to interventions.
Students Experiencing Homelessness	Other Areas of Learning Loss	We use daily attendance data collected through our online school to continuously assess student-level attendance. Through our MTSS and SAP processes, cross-functional teams of attendance and resource specialists work with students flagged for attendance to identify the root cause(s) of the student's attendance challenges; develop and implement universal, targeted, and individualized student support plan to address the root cause(s); and assess response to interventions.

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	692,063	30%	207,619

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.

Frequent and strategic connection between school and home is a core value across our system. These connection calls and emails with students and families provide a rich source of data on resource and support needs contributing to student readiness to learn. Cross-functional teams use the data gathered through the weekly connections to identify and address social-emotional and mental health support needs, concerns about the learning environment, as well as non-academic resource, support, and professional development needs at home and in school. The teacher, counselor, and administrator notes from the weekly connections are used to identify students in need of social-emotional and/or mental health to

develop and implement universal, targeted, and individualized student support plan to address the root cause(s); and assess response to interventions. On December 1, 2021, we will launch our SEL screener for all students in grades K-12 using Panorama Ed. This screener will be used to identify student needs and measure the efficacy of our MTSS process for SEL.

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
Check & Connect	Children from Low-Income Families	Targeted	35
Check & Connect	Students Experiencing Homelessness	Targeted	43
Check & Connect	Children with Disabilities	Targeted	145
Schoolwide SEL Process	Children from Low-Income Families	Universal	149
Schoolwide SEL Process	Students Experiencing Homelessness	Universal	161
Schoolwide SEL Process	Children with Disabilities	Universal	965

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
Panorama Ed Social-Emotional Learning: Teacher Perception of Students (grades K-2); Panorama Ed Social-Emotional Learning: Student Perception of Self (grades 3-12)	Fall, Winter, and Spring	The percentage of students demonstrating competency in each of the areas measured by the screener will increase each administration

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Student Guided Outreach Category (this is a local metric that combines course login data with course performance data to assess student “engagement”)	Weekly	The percentage of students demonstrating positive engagement will increase each week. Students receiving Tier 2 and Tier 3 intervention will demonstrate improved engagement as measured by change in engagement category every week.

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	692,063	10%	69,206

8. Describe the planned professional development activities and how the activity will ensure that teachers/staff are equipped with training/support on the following:
 - a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;
 - b. Identifying signs of possible mental health issues and providing culturally relevant support;
 - c. Motivating students that have been disengaged;
 - d. Mentoring students who have attendance issues before it becomes a pattern;
 - e. Self-care and mindfulness strategies for teachers;
 - f. Engaging and communicating effectively with parents;
 - g. Working with community agencies to address non-academic needs.

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other)	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
b. Identifying signs of possible mental health issues and providing culturally relevant support;	10	Counselor	Council for Exceptional Children (various session presenters)	External Contractor	The Special Education leadership team will attend sessions focused on MTSS, Collaboration and Inclusive Practices, Cultural and/or Linguistic Diversity, and Parent/Family/School Partnerships.
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	10	Other	National Association of School Psychologists (various session presenters)	External Contractor	The team will attend sessions focused on: Universal Screening for Social-Emotional and Behavioral Concerns: Using Data to Guide Interventions and other sessions focused on integrating SEL into the core curriculum; Data-Driven Schools: Improving Outcomes for

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
					All Students; and various sessions focused on diversity, equity and inclusion. Attendees will facilitate trainings for all staff across our school after the conference.

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
Turnkey session checks for understanding	During each professional learning session	Turnkey training participants will score 100% on professional learning checks for understanding.
Danielson Framework for Teaching	Quarterly	The percentage of teachers demonstrating proficiency in components 1b, 1e, 2a, 2c, 3b, 3c, 3d, and 4c will increase each quarter.

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	692,063	8%	55,365

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?

Edmentum Exact Path diagnostic assessments in Reading and Language Arts, Easy CBM, and NWEA MAP were administered in September-October 2021. Overall, 43% of students in grades K-12 were flagged as at-risk in Reading. Students in grades 3 through 9, students with disabilities, Black or African-American students, and English Learners were disproportionately flagged as at-risk in Reading. Students with disabilities were most disproportionately flagged as at-risk.

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:

According to the most recent PVAAS data available, there is significant evidence that our students are not meeting the standard for academic growth in English Language Arts.

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
Reading Horizons	Special Education	20
Reading Fundamentals	Special Education	75
Reading Plus	ELL	4
Reading Best Practices	K-4	40
Reading Eggs	K-4	40
IXL	K-4	40
Easy CBM	K-4	40
Kindergarten Conference	K	10

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
			Pathways to Proficient Reading is online professional development introducing the

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
AIM Institute for Learning & Research Pathways to Proficient Reading professional learning	Children with Disabilities	965	Science of Reading to educators, special educators and reading specialists looking to incorporate the Science of Reading into classroom practice, and learn the best strategies for language and literacy instruction.

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
Danielson Framework for Teaching	Quarterly	Among teachers who receive the training, we expect to see an increase in those demonstrating proficiency in the Danielson Framework components
Edmentum Exact Path Diagnostic Assessments	Fall, Winter, Spring	Increase in the percentage of students with disabilities
PVAAS	Annually	We expect students who received the intervention will meet the academic standard for growth in ELA

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	692,063	52%	359,873

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
Targeted Reading Intervention	Major Racial and Ethnic Groups	928	The Targeted Reading Intervention (TRI) is a professional development intervention designed for elementary students who require additional reading instruction and their classroom teachers. Via remote webcam, trained coaches with reading expertise provide one-on-one, ongoing support to build capacity in reading instruction with teachers.
High-Dosage Tutoring	English Learners	95	We will embed high-dosage tutoring into our master schedule as part of our MTSS system

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
High-Dosage Tutoring	Major Racial and Ethnic Groups	928	We will embed high-dosage tutoring into our master schedule as part of our MTSS system

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
Danielson Framework for Teaching	Quarterly	Among teachers who receive the training, we expect to see an increase in those demonstrating proficiency in the Danielson Framework components
Edmentum Exact Path Diagnostic Assessments	Fall, Winter, Spring	Increase in the percentage of students who receive tutoring performing at or above the seasonal benchmark
PVAAS	Annually	We expect students who receive tutoring will meet the academic standard for growth in the focal subject area

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

\$692,063.00

Allocation

\$692,063.00

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)

207,619

Budget Summary

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$130,000.00	Behavioral Interventionists
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$48,750.00	Behavioral Interventionists
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$180,000.00	School Counselors
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$67,500.00	School Counselors
		\$426,250.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$692,063.00

Allocation

\$692,063.00

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)

69,206

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$25,654.00	CEC Conference and NASP Conference
2200 - Staff Support Services	100 - Salaries	\$63,000.00	Instructional Coach
2200 - Staff Support Services	200 - Benefits	\$23,625.00	Instructional Coach
		\$112,279.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$692,063.00

Allocation

\$692,063.00

Budget Over(Under) Allocation

\$0.00

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

55,365

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$18,750.00	Aim Institute for for Learning Research Pathways to Proficient Reading PD
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$38,400.00	Paraprofessional
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$6,528.00	Paraprofessional
		\$63,678.00	

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	692,063	426,250	112,279	63,678	89,856

Learning Loss Expenditures

Budget

\$692,063.00

Allocation

\$692,063.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$76,800.00	Paraprofessionals
1100 - REGULAR			

Function	Object	Amount	Description
PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$13,056.00	Paraprofessionals
		\$89,856.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

\$692,063.00

Allocation

\$692,063.00

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	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$115,200.00	\$19,584.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$134,784.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$130,000.00	\$48,750.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$178,750.00
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	\$180,000.00	\$67,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$247,500.00
2200 Staff Support Services	\$63,000.00	\$23,625.00	\$44,404.00	\$0.00	\$0.00	\$0.00	\$0.00	\$131,029.00
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
	\$488,200.00	\$159,459.00	\$44,404.00	\$0.00	\$0.00	\$0.00	\$0.00	\$692,063.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$692,063.00