

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	Students and parents have been provided and will continue to be provided with surveys that ask questions regarding student mental health needs. As the results of these surveys become available, the district is able to restructure support systems to further support student emotional well-being. The district has also added a partnership with the University of Pittsburgh MAPS program, "Maximizing Adolescent Potentials (MAPS) is a research, public service, and training program dedicated to the prevention of drug and alcohol problems among youth, the promotion of adolescent mental health, and the development of capable young people. MAPS works with schools, families, communities, children, and adolescents in a variety of settings" (University of Pittsburgh). A University of Pittsburgh certified MAPS worker will be in the district daily to support student mental health. In addition, a Chill Room has been added to the district. This room is accessible by any student in need of individual, or small group, time to regain composure or to take a sensory break. Through this grant, we wish to expand the Chill Room programming to our Middle School students.
Professional Development for Social and Emotional Learning	Students surveys have been used to gather data on student instructional and mental health needs. Additionally, teachers have been provided and will continue to be provided with professional development opportunities that focus on engaging students in both the brick and mortar and virtual classrooms and addressing the varying social-emotional aspects of student development and growth.
Reading Remediation and Improvement for	Student academic needs have been measured by the review of formative assessment data and benchmark assessment data. Students in grades 3-12 are provided with the Classroom Diagnostic Tool in the tested subject areas of mathematics, English Language Arts, and the sciences. The scores from these assessments are analyzed to determine student academic growth. Students in grades K-2 are provided with common assessments created in alignment with the Pennsylvania Department of Education Pennsylvania Common Core Standards, as well as the

	Method used to Understand Each Type of Impact
Students	Acadience assessment. Acadience assessments are also utilized in grades 3-5. Results taken from these assessments are also analyzed to determine student academic growth. Additionally, the district has set up a process for the 2021-2022 school year to ensure that the curriculum is aligned to all standards, and teachers and administration are carefully reviewing academic data to provide students with the needed enrichment or interventions.
Other Learning Loss	Student absentee rates are analyzed through the use of EdInsight, with daily reports being provided to administration and guidance counselors. Any student who identifies as demonstrating chronic absenteeism undergoes an attendance improvement meeting to identify the student's barriers to attending school. At this meeting, stakeholders work with the district staff to create plans that will support the student in attending school. All district policies are followed regarding student absenteeism. Through classroom walkthroughs, the administration will be able to identify class structures that illustrate a high need in student engagement and provide teachers with additional supports to increase student engagement opportunities.

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
Children from Low-Income Families	Reading Remediation and Improvement	Acadience Reading scores were used to identify and measure impact. Targeted teacher instruction was utilized to help remediate students.
Children with Disabilities	Reading Remediation and Improvement	With virtual learning, children with disabilities were affected for reading growth and retention. IEP goal monitoring was used to identify and measure impacts and remediation.

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Students Experiencing Homelessness	Social and Emotional Learning	Students identified as homeless are referred to the SAP process and based upon SAP conclusions can be recommended to utilize the Chill Room and other SEL opportunities.
Children from Low-Income Families	Social and Emotional Learning	Students identified as low income will have the opportunity to access the Chill Room due to a lack of resources outside of the school setting. The SAP Team, counselors, etc. will be able to help refer students to SEL program opportunities.
Youth in Foster Care	Social and Emotional Learning	Students identified as foster students are referred to school supports and can be recommended to utilize the Chill Room and other SEL opportunities.

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	150,050	30%	45,015

4. Describe the data sources the LEA is using to identify social and emotional needs of students and identify areas of strength and concerns in the learning environment.

Student data is regularly reviewed by school counselors, teachers, and administrators. This review looks at academics, attendance, behavior, etc. In addition, conversations with students and parents can result in the identification of needs for SEL supports throughout the building. Student wellness surveys will be administered to identify students' strengths and needs for possible benefit from SEL programs within the building. Students may also be referred to the SAP Team. The SAP Team works as a cohesive unit to identify barriers to student learning and development and can provide access to SEL opportunities based upon the team's conclusions. Currently, the SEL Chill Project is located our High School. The data from the

Chill Project shows that students have accessed the room 505 times and approximately 25 students are receiving counseling on a weekly basis from the Chill Project staff. Through this data, the Chill Project will be expanded to our Middle School campus.

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
Chill Project	Children from Low-Income Families	Universal	200
Chill Project	Students Experiencing Homelessness	Universal	5
Chill Project	Youth in Foster Care	Universal	3
Chill Project	Children with Disabilities	Universal	100
Chill Project	Major Racial and Ethnic Groups	Universal	130

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
Anecdotal Records	Ongoing	Log of students utilizing the Chill Project resources will show an increase from base levels.
Surveys	Twice per year	Survey results will show a positive impact created by the Chill Project
		The number of SAP referrals

Tool Used to Evaluate Success	Frequency of Use	Expected Results
SAP Referrals	Ongoing	will decrease due to the interventions of the Chill Project.
Discipline Referrals	Ongoing	The number of discipline referrals will decrease due to the interventions of the Chill Project.

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	150,050	10%	15,005

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
e. Self-care and mindfulness strategies for teachers;	150	Other	Allegheny Health Network	External Contractor	The Allegheny Health Network ChIII Project staff will offer training to all Middle and High School staff (teachers, administrators, paraprofessionals, counselors, etc.) on self-care and mindfulness.
b. Identifying signs of possible mental health issues and providing culturally relevant support;	150	Other	Allegheny Health Network	External Contractor	The Allegheny Health Network ChIII Project staff will offer training to all Middle and High School staff (teachers, administrators, paraprofessionals, counselors, etc.) on identifying signs of possible mental health issues.
					The Allegheny Health Network ChIII Project staff will offer training to all

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	Other	Allegheny Health Network	External Contractor	Middle and High School staff (teachers, administrators, paraprofessionals, counselors, etc.) on social emotional learning and support for students that have suffered trauma due to COVID 19 and other traumas.

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
Staff Evaluations	Following all PD Sessions	Staff will provide positive feedback on the provided professional development.

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	150,050	8%	12,004

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 utilizes Acadience Reading assessment to measure basic reading skills in students in grades K-5. The district analyzes the data to form learning groups of students for reading support and intervention. All students are analyzed to identify the need for intervention. An analysis of the data, students in multiple groups required reading support from Reading Specialists. Students are being progress monitored on a bi-weekly basis to measure growth in the Reading Support/MTSS classroom. At the Primary level, 154 students qualified for services out of approximately a total student population of 900. This equates to approximately 17%. Out of the 131 students, 114 students are receiving direct support from a Reading Specialist. 23 EL and Learning Support students are receiving supports from EL and Special Education teachers. At the Intermediate School, 168 qualified for services out of approximately 800 students. This equates to approximately 21% of the student population. In addition, 4 Learning Support students are receiving support from Special Education Teachers.

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

No

Please explain:

The PVAAS data for annual growth has been in the red range showing the students have not been making a year's worth of growth. When analyzing Acadience data, many students do show a year's worth of growth and are closing the gap, however, not all students meet this

goal.

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
Pilot Training on Reading Programs	K-5 ELA staff	100
PLC on RISE Framework	K-5 MTSS Teachers and Special Education	9
Ballard and Tighe	ESL Teachers	3
Reading Best Practice Training	K-2 ELA Staff	50
Heggerty Training	K-2 ELA, Special Education, ESL Staff and 3-5 MTSS Teachers	58
Balanced Literacy	3-5 ELA, Special Education, and ESL Staff	50

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
Bridging the Gap	Children from Low-Income Families	35	2nd grade students utilize the Bridging the Gap programming from Heggerty through MTSS Tiered 2

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			Intervention
Heggerty	Children from Low-Income Families	70	K-2 grade students utilize Heggerty through MTSS Tiered 2 Intervention and receive a double dose in their regular ELA classroom. Heggerty focuses on phonics, phonemic awareness, decoding, encoding, etc.
Read Naturally	Children from Low-Income Families	80	Read Naturally is a program utilized in grades 3-5 for students in the MTSS Tiered 2 Intervention. Read Naturally addresses comprehension and fluency for students.
Wilson Fluency	Children from Low-Income Families	80	Wilson Fluency is a program utilized in grades 3-5 for students in the MTSS Tiered 2 Intervention. Wilson Fluency helps to improve fluency of students. Wilson Fluency works on a progression of basic skills and includes student data tracking.
			Read Well is a program utilized in grades 3-5 for students in the MTSS Tiered 2 Intervention.

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Read Well	Children from Low-Income Families	80	Read Well focuses on comprehension and word attack for students. Read Well works with students who have a strong phonics understanding.
Sonday	Children from Low-Income Families	20	Sonday is a program utilized in grades 3-5 for students in the MTSS Tiered 2 Intervention. Sonday is a phonics-based program based around the student's level. Focuses on early reading skills
Language Live!	English Learners	45	Language Live! focuses on decoding, reading skills, and other basic reading skills with age-appropriate texts.
Language Live!	Children with Disabilities	26	Language Live! focuses on decoding, reading skills, and other basic reading skills with age-appropriate texts.

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

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Acadience	3 times per year	Students will improve their scores throughout the year. Ideally, students will reach the provided benchmark per grade level.
Local Benchmark Assessments	4 times per year	Local benchmarks are currently being created to measure student growth. Local Benchmarks are a part of the pilot material review and development.
PSSA	1 time per year	Students will show growth in prior year's PSSA results
PVAAS	1 time per year	Student groups will show improvement from previous year.

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	150,050	52%	78,026

- 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
Chill Project	Children from Low-Income Families	200	This is the same as the SEL component above
Chill Project	Major Racial and Ethnic Groups	130	This is the same as the SEL component above
Chill Project	Children with Disabilities	100	This is the same as the SEL component above
Chill Project	Students Experiencing Homelessness	5	This is the same as the SEL component above
Chill Project	Youth in Foster Care	3	This is the same as the SEL component above

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
Anecdotal Records	Ongoing	Log of students utilizing the Chill Project resources will show an increase from base levels.
Surveys	Twice per year	Survey results will show a positive impact created by the Chill Project
		The number of SAP referrals

Tool Used to Evaluate Success	Frequency of Use	Expected Results
SAP Referrals	Ongoing	will decrease due to the interventions of the Chill Project.
Discipline Referrals	Ongoing	The number of discipline referrals will decrease due to the interventions of the Chill Project.

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

\$150,050.00

Allocation

\$150,050.00

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)

45,015

Budget Summary

Function	Object	Amount	Description
2400 - Health Support Services	300 - Purchased Professional and Technical Services	\$45,015.00	Chill Room/SEL Support
		\$45,015.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$150,050.00

Allocation

\$150,050.00

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)

15,005

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$15,005.00	SEL Staff Training
		\$15,005.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$150,050.00

Allocation

\$150,050.00

Budget Over(Under) Allocation

\$0.00

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

12,004

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$12,004.00	New diagnostic/intervention tool to measure appropriate student skill levels
		\$12,004.00	

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	150,050	45,015	15,005	12,004	78,026

Learning Loss Expenditures

Budget

\$150,050.00

Allocation

\$150,050.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
2400 - Health Support Services	300 - Purchased Professional and Technical Services	\$78,026.00	Chill Room/SEL Support
		\$78,026.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget
 \$150,050.00
Allocation
 \$150,050.00

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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$12,004.00	\$0.00	\$12,004.00
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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support Services	\$0.00	\$0.00	\$15,005.00	\$0.00	\$0.00	\$0.00	\$0.00	\$15,005.00
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	\$123,041.00	\$0.00	\$0.00	\$0.00	\$0.00	\$123,041.00
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	\$138,046.00	\$0.00	\$0.00	\$12,004.00	\$0.00	\$150,050.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$150,050.00