

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 is utilizing data gleaned via the PAYS surveys, Grade-Level Positive Action Surveys, SWIS (elementary), Disciplinary Referrals (Secondary), Child Study Referrals, and SAP Referrals to determine the extent and impact that the pandemic may have had upon the social and emotional wellness of K-12 students. This data has helped to inform administration, faculty, and staff regarding the specific and prevalent social and emotional needs of K-12 students so that planning can be undertaken accordingly.
Professional Development for Social and Emotional Learning	The district plans to develop a faculty survey which seeks to identify the social emotional learning aspects for which the teachers necessitate the most professional development. The MASD recognizes the critical role of targeted professional development plays in the success of program implementation and student success. The district will undertake this survey in the beginning of third marking period so that the survey results may be shared with the Elementary and Secondary Curriculum Committees. After sharing the PD priorities that emerge from the surveys, the leadership team will identify the professional development that will be implemented in the summer and fall of 2022. In the summer and fall of 2020 and 2021, the district had prioritized professional development which focused on PAYS data and Positive Action Program implementation and maintenance.
Reading Remediation and Improvement for Students	The district employs the iReady Adaptive Diagnostic Assessment System to assess students across 6 skill domains in Reading including: Phonological Awareness, Phonics, High Frequency Words, Vocabulary Acquisition, Comprehension Literature, and Comprehension Informational Texts. Utilizing this assessment, the district leadership and teachers were able to identify which students possess performance deficits in specific reading skill areas. Additionally, the assessment demonstrates the grade level mastery at which individual and groups of students are performing. The analysis of the data demonstrates the students who are performing at one grade level, two grade levels, and/or three grade levels below their chronological age. The data is being utilized to identify not only which students necessitate intervention and support, but more importantly what

	Method used to Understand Each Type of Impact
	standards-aligned instruction are they missing and need to be exposed to in order to perform at grade level proficiency. Additionally the data utilizes the DIBELS assessments as a screener for all students. The DIBELS data revealed student needs in the areas of phonics. As a result, for the onset of the 2021-22 school year, the MASD has implemented Wilson FOUNDATIONS for all students in grades K-2 which is a multisensory, explicit phonics instruction program which complements Tier I whole group and small group instruction grade level Reading curricula.
Other Learning Loss	The district utilizes AIMSWEB progress monitoring data, achievement data, and iReady data to measure the learning loss for students with individualized instructional programs. The district utilizes this data to implement research-based interventions and supports to support the learning needs of students with disabilities.

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
		In 2021-22, the MASD implemented a new Basal Reading Series K-6. This series was chosen because it was not only aligns to the PA Core, but more importantly it provides exponential opportunities for differentiation and scaffolding which is much needed by our diverse learners. The district utilizes curriculum-based assessments to measure the student mastery of grade level skills and the remaining impact of the pandemic. Also, the MASD implemented "Quaker Time" which is a skills-based instructional period within which all students K-8 receive

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	<p>targeted, personalized, skill-based instruction provided via Teacher-Led lessons from iReady Teacher Toolbox and Tools for Instruction that address the specific learning needs of learners. Within Quaker Time, the MASD will administer iReady Diagnostic Assessment three times within the academic year. The Diagnostic Reports demonstrate student performance deficits, student growth, and pinpoint targeted instructional needs represented by the students' performance. Also, at the onset on the 2021-22, the MASD implemented FUNDATIONS as a Tier I explicit Phonics-based instructional program that all K-2 students access daily. The district will utilize FUNDATIONS probes and assessments to measure student skill mastery and identify needs for tiered Reading intervention. Furthermore, in the 2021-22 school year, the MASD implemented an additional Reading Interventionist to support the learning needs of K-6 students. With the introduction of the additional Reading Interventionist, the district designed and implemented a new elementary academic schedule which enables students to receive tiered reading interventions and research-based programming aligned to their specific Reading skills needs.</p>

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		<p>The district will employ a variety of assessments from the research-based programs that are being implemented on an individualized basis for students to determine skill mastery and growth...as well as their remaining impact of the pandemic upon student learning.</p>

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	71,844	30%	21,553

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.

PAYS Data, Positive Action Grade-Level Surveys, SWIS Data (Elem.), Disciplinary Referrals (Sec.), Child Study Referrals, SAP Referrals, Interagency Referrals, and Summative and Formative Assessment data gleaned from Social Emotional Wellness Instruction that occurs daily in district K-12.

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
Social and Emotional Wellness Summer Program	Children from Low-Income Families	Targeted	75
Social and Emotional Wellness Instruction K-12: Positive Action	Children from Low-Income Families	Universal	558
MASD Mental Health Fair	Children from Low-Income Families	Universal	2

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
PAYS Survey	Once per year	The district would expect that the assessments when compared from year to year would demonstrate a significant decrease in harmful and/or destructive behaviors and thinking as well as a decrease in the risk factors reported which are antecedents for harmful behaviors.
Postive Action Grade-Level Surveys	Three Times per Year	The district would anticipate that when the data gleaned from Positive Action surveys would be analyzed over the course of one year, there would be a significant decrease in anti-social and self-destructive patterns of behavior and thinking. Moreover, the district would anticipate to that the analysis of Positive Action Survey data would demonstrate a significant increase in pro-social and self-

Tool Used to Evaluate Success	Frequency of Use	Expected Results
		affirming patterns of behavior and thinking, improvement in coping mechanisms, and emotional and self-regulation.

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	71,844	10%	7,184

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

<p>a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;</p>	<p>66</p>	<p>Teacher</p>	<p>Jill Bruder, CMSU Outreach Coordinator</p>	<p>External Contractor</p>	<p>The district will collaborate with our district Outreach Coordinator from the Columbia, Montour, Snyder, Union Behavioral Health and Developmental Services, Alexa Longacre, School Psychologist, Amber Uranko, Secondary Guidance Counselor, and Tarah Kishbach, Elementary Guidance Counselor to identify a survey to assess the K-12 faculty's Professional Development needs as they relate to provide social and emotional learning support to students who have been impacted by the pandemic. The district leadership team in collaboration with the aforementioned professionals will review and</p>
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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
					analyze the data yielded by the survey to identify the social emotional PD priorities that emerge and plan for systemic professional development that will be implemented within the remaining Act 80 days within the 2021-22 school year as well as the 2022-23 school year.

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
District-Generated Post Professional Development Survey	After each PD session	As always, the district is interested to ascertain the teachers feedback regarding professional development offered by the district. The district would anticipate that since the professional development offered aligned to their faculty's survey feedback, that the faculty would identify that the PD was aligned to their needs and those of their

Tool Used to Evaluate Success	Frequency of Use	Expected Results
		students.

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.

- 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	71,844	8%	5,748

- 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 has employed the iReady Adaptive Diagnostic Assessment to assess all K-12 students skill mastery across six skills domains of Reading. The assessment data demonstrated that students across the K-12 continuum demonstrate uneven skill attainment across Reading skill areas and across grade levels. The district decided that since the data demonstrated great skill variance, the best way to address student learning gaps in Reading is to create an academic schedule within which students access skill based instruction. In the 2021-22 school year, the MASD implemented a schedule whereby student groups are disaggregated based upon their like skills deficits in Reading. During "Quaker Time," for 30 minutes a day, K-8 students do not receive Reading instruction aligned to the grade-level curriculum, but rather K-8 students with similar skill deficits in Reading are provided targeted, standards-aligned instruction which correlate to their like skill deficits and address their

learning gaps.

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:

2019 PVAAS data indicates that all grade levels demonstrated at least one year's worth of growth with exception of 4th and 5th grade. In 2019, 4th grade performance indicated that students demonstrated growth on the ELA PSSA that was well-below one years worth of growth. On the 2019, 5th grade performance on the ELA PSSA indicated that students demonstrated growth that was below one years worth of growth. In 2021-22, in an effort to address student performance concerns in Reading, the MASD has implemented: 1.) New Reading curriculum; 2.) Professional development on Reading strategies and new Reading resources; 3.) Implemented a new MTSS schedule that enables students to access tiered interventions in the area of Reading; and 4.) Implemented Wilson Foundations Reading Program in the primary grades to improve the continuum of Reading instruction.

13. Has the LEA used structured literacy and/or provided training for K-4, ESL, and Special Education teachers in structured literacy?

No

If so, please identify the training, grade level, and number of teachers involved.

Training	Grade Level / ESL / Special Education	Number of Teachers Trained

14. Describe the evidence-based instructional intervention(s) that address the identified needs of students most disproportionately impacted.

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			The MASD has implemented a new academic schedule that

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Additional Reading Interventionist	Children from Low-Income Families	304	enables students who necessitate Tier 2 and Tier 3 interventional Reading to receive that in addition to Tier 1 Reading group instruction.
Implementation of Quaker Time	Children from Low-Income Families	304	The MASD implemented Quaker Time which is a skill-based instructional period within which all students receive personalized Reading instruction aligned to their individual skill deficits and learning gaps.
Implementation of FUNDATIONS	Children from Low-Income Families	120	The MASD has implemented Wilson FUNDATIONS which is a multisensory, explicit phonic-based Reading program. This program is deliver to all students in grades K-2 for no less than 30 minutes daily in additional to grade-level Reading curricula.

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
		The MASD would anticipate that over time, the number of

Tool Used to Evaluate Success	Frequency of Use	Expected Results
DIBELS Dynamic Indicators of Early Literacy Skills Benchmarking Assessment	Tier I students: 3 Times per year; Tier 2 students: Once a Month; Tier 3 students: Once a week	students who are demonstrating one grade level fluency and comprehension would increase. Additionally, the MASD would anticipate that struggling students who receive targeted intervention and specifically designed instruction would meet or exceed their individualized Reading goals.
iReady Diagnostic Assessment	3 Times a Year	The district would anticipate that ALL students demonstrate one years growth in the respective Reading skill domains when comparing BOY data to EOY data. Furthermore, the district would anticipate that due to students exposure to skill-based personalized instruction, the number of students who attain their respective "stretch growth targets" would increase and thus close their learning gaps.

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	71,844	52%	37,359

	Total LEA Allocation	Multiply by 52% (.52)	Maximum Allocation for Other Learning Loss Activities
Activities			

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
Extended Learning Day Program (ELDP) Afterschool Programming to Address Learning Loss	Children from Low-Income Families	70	Eligible students whose iReady assessment data indicates that they are two to three grade levels below in one or more Mathematics and Reading skill areas receive personalized iReady instruction via teacher-led lessons from the Teacher Toolback and Tools for Instruction found within the iReady curricula. Students attend on Tuesdays and Thursdays for two hours daily.

18. How will the LEA assess the success of the learning loss activities? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
iReady Diagnostic Assessments	3 Times per year	The MASD anticipates that via participation in the afterschool program, students will improve in their identified skill deficit areas. The MASD anticipates that student performance on

Tool Used to Evaluate Success	Frequency of Use	Expected Results
		the diagnostic assessment will demonstrate skill growth when comparing BOY data to MOY data to EOY data.

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

\$71,844.00

Allocation

\$71,844.00

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)

21,553

Budget Summary

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$21,553.00	The MASD must compensate 6 teachers, 2 guidance counselor, 1 CMSU Outreach Coordinator, and 1 school psychologist to supervise Social Emotional Summer Program beginning the summer of 2022.
		\$21,553.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$71,844.00

Allocation

\$71,844.00

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)

7,184

Budget Summary

Function	Object	Amount	Description
2000 - SUPPORT SERVICES	300 - Purchased Professional and Technical Services	\$7,184.00	The MASD plans to provide the district teachers with comprehensive professional development training on identification of the social emotional needs in students impacted by the pandemic and implementing a safe supportive classroom within which the needs of students emotionally fragile students can be well met in all instructional contexts.
		\$7,184.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$71,844.00

Allocation

\$71,844.00

Budget Over(Under) Allocation

\$0.00

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

5,748

Budget Summary

Function	Object	Amount	Description
1000 - Instruction	300 - Purchased Professional and Technical Services	\$5,748.00	In 2022-23 school year, the district will implement FUNDATIONS in grade three. This subsidy will be utilized to acquire the instructional supplies and professional development for implementation.
		\$5,748.00	

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	71,844	21,553	7,184	5,748	37,359

Learning Loss Expenditures

Budget

\$71,844.00

Allocation

\$71,844.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$37,359.00	The district will utilize this subsidy to compensate the instructional staff for the Extended Learning Day Program (ELDP). This program serves to provide additional reading and

Function	Object	Amount	Description
			mathematics instruction to eligible students who most necessitate intervention.
		\$37,359.00	

Section: Budget - Budget Summary**BUDGET OVERVIEW****Budget**

\$71,844.00

Allocation

\$71,844.00

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	\$58,912.00	\$0.00	\$5,748.00	\$0.00	\$0.00	\$0.00	\$0.00	\$64,660.00
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 Education	\$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
Programs								
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	\$7,184.00	\$0.00	\$0.00	\$0.00	\$0.00	\$7,184.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON- INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3200 Student Activities	\$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
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
	\$58,912.00	\$0.00	\$12,932.00	\$0.00	\$0.00	\$0.00	\$0.00	\$71,844.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$71,844.00