

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	In order to measure the impact of the COVID-19 pandemic on the Social and Emotional health of our students, our district plan is to collect both formal and informal data. Two student surveys and one staff survey are planned. The Tyrone Area Elementary School gave the Student Risk Screening Scale (SRSS) to students in November of 2021. The district is also contracting with PASS, BK Interactive, LLC for two administrations of the Pupils Attitudes toward Self and School (PASS) survey in the fall and spring of both the 2021-2022 and 2022-2023 school years. In the fall and spring of the next three school years, TASD staff will take the Trauma-Skilled Online Readiness Assessment. In addition to this formal qualitative data, the district will analyze quantitative data about attendance, discipline, and progress report trends pre- and post pandemic. We will compare the number of referrals to the Student Assistance Program and the number of students who see a SAP counselor from before and after the pandemic. We will also examine the reasons for referrals to SAP, school counselors, and outside Crisis agencies to determine possible connections to the pandemic. Informally, we will interview school counselors about the number of students they are seeing in their offices now versus pre-pandemic, their feelings about the impact of the pandemic on Childline and Crisis reports, and their impression of the number of students reporting suicidal ideation versus what they observed before the pandemic.
	In response to a perceived increase in the socio-emotional needs of students and staff, the TASD became part of the Trauma-Skilled Schools Safety Rural Network, including certifying a team of seven teachers and administrators in the Trauma-Skilled Schools Model (TSSM). This was facilitated through a partnership with the Appalachia Intermediate Unit 8 and the National Dropout Prevention Center. During the two year implementation of the TSSM, this team will work with teachers and staff to

	Method used to Understand Each Type of Impact
Professional Development for Social and Emotional Learning	build capacity around fostering resilience, in themselves and our students. Additionally, each school will continue to send SWPBIS committee members to local network meetings and conferences to learn about how to improve our district's SWPBIS programs at each school. In the last two years, staff PD has included training in recognizing warning signs of suicide, learning about the ACES study, defining and promoting resiliency, looking at the the CASEL and C.A.R.E.S. school-wide SEL standards and practices, and learning about brain-based effects of trauma and stress on learning and behavior. Future PD will include purposeful practices, mindfulness, self-care, and ways to increase student and staff's feeling of belonging, connectedness, autonomy, achievement, and fulfillment.
Reading Remediation and Improvement for Students	Benchmark and classroom assessment data indicate a number of students in grades 3-6 with phonological deficits that need to be addressed. In addition, the beginning of year data for phonemic awareness and early reading skills in kindergarten and 1st grade students shows students with skill deficits impeding their abilities to make progress in reading.
Other Learning Loss	N/A

Documenting Disproportionate Impacts

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

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Children with Disabilities	Reading Remediation and Improvement	Benchmark and local assessments (ex. DRA, Acadience Reading, Phonological Awareness Screener)
Children from Low-Income Families	Social and Emotional Learning	Pre and post surveys, reduction in school counselor visits, decrease in failing grades at progress and report card intervals, increase in SWPBIS student buy-in, reduction in SAIP conferences and truancy filings

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	Pre and post surveys, decrease in failing grades at progress and report card intervals, increase in SWPBIS student buy-in, reduction in SAIP conferences and truancy filings

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	207,540	30%	62,262

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.

Data sources being used - Student Risk Screening Scale (SRSS) at elementary school, PAYS survey data from 2019, PASS fall surveys, teacher and school counselor interviews
 Concerns: Tier 1 student misbehavior, number of disengaged students, increase in missing assignments; increase in the number of SAP referrals, increased number of student crisis referrals through Safe2Say and school counselors and suicide assessments
 Strengths: Students feel comfortable addressing issues with school staff; parents feel comfortable reporting social emotional issues to school staff and trust the LEA to assist them in acquiring appropriate resources

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
The LEA will employ an additional school counselor to address the increase of students needing Tier 1 and Tier 2 SEL supports		Universal	300
The LEA will look to assist students with insurance copays in seeking mental health counseling	Children from Low-Income Families	Targeted	10
The LEA will contract additional hours with masters level, licensned social worker	Children from Low-Income Families	Intensive	3
The LEA will invest in a tier 1, Depression/Anxiety/Suicide Prevention curriculum for middle and high school students.		Universal	300
The LEA will purchase a subscription to the PASS (Pupils' Attitudes toward Self and School) Attitudinal Assessment		Universal	1,842

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
PASS assessment	2x per year	The assessment will allow school staff to gain insight into student attitudes and allow staff to proactively intervene for issues such as identifying barriers to learning such as disengagement, low self-worth, bullying, and the risk of absenteeism. Staff can compare beginning and end of year data and will expect to see an increased number of "green" indicators.
Counselor and Safe2Say Data	ongoing throughout the year	The LEA will use quantitative and qualitative data from the school counselors, as well as monitoring the Safe2Say system, to determine if there is a decrease in reports and behaviors related to depression and anxiety.

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
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Minimum 10% SEL PD Requirement	207,540	10%	20,754
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8. Describe the planned professional development activities and how the activity will ensure that teachers/staff are equipped with training/support on the following:
- Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;
 - Identifying signs of possible mental health issues and providing culturally relevant support;
 - Motivating students that have been disengaged;
 - Mentoring students who have attendance issues before it becomes a pattern;
 - Self-care and mindfulness strategies for teachers;
 - Engaging and communicating effectively with parents;
 - Working with community agencies to address non-academic needs.

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other)	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
b. Identifying signs of possible mental health issues and providing culturally relevant support;	142	Teacher	Outside Consultant/Trainer - TBD	External Contractor	Staff will participate in sessions to acquire strategies for teaching in a trauma-sensitive classroom.
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	3	Counselor	Trainers affiliated with the selected curriculum	External Contractor	MS and HS counselors will participate in training relevant to the delivery of selected tier 1 curriculum for depression/anxiety/suicide prevention
					Staff will be afforded the

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other)	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
e. Self-care and mindfulness strategies for teachers;	250		Swift MD and National Insurance Services	External Contractor	opportunity to participate in enhanced counseling services provided by Swift MD and National Health Services to speak with licensed counselors on a variety of issues stemming from both work and non-work problems and to provide strategies related to self-care.

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
Trauma-Skilled Online Readiness Assessment	2 times per year	The goal is to move our schools being trauma-informed to becoming trauma-sensitive. The LEA expects that results will identify increases in awareness of and knowledge about trauma-impacted students as well as progress in the development of educators' resilience-building skills and abilities in all students,

Tool Used to Evaluate Success	Frequency of Use	Expected Results
		particularly those experiencing stress due to trauma. The LEA would expect to see an indication that a shift in culture may be taking place toward an environment where preventing trauma-induced incidents becomes a schoolwide priority.

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	207,540	8%	16,603

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?

A variety of nationally normed and local assessments were utilized to determine the need to address learning loss in the area of reading. These assessments include: Acadience Reading,

DRA, iReady, Phonological Awareness Screener, and local assessments for Letter, Sounds, and Sight Words. Students with IEPs have been identified as experiencing learning deficits. Some examples of the findings include: 0 students with IEPs in grade 1 scored above a 26/50 on the Phonological Awareness Screener; Only 1 (3.8%) of 3rd graders with IEPs scored out of the basic phonological screener and into the advanced screener designed for the upper grade levels and only 3 (11.5%) for 3rd graders with IEPs scored proficient or advanced on the beginning of the year DRA; Just 5 (19%) of 4th graders with IEPs scored proficient or advanced on the beginning of the year DRA and only 3 (10%) of students with IEPs scored proficient or advanced on the BOY Acadience Reading assessments. In addition, students from low-income families have also shown reading deficits on these assessments. For instance, 28% of 1st graders scored basic or below basic on the district's assessment of Sounds, while 65% of these students scored basic or below basic on the district Sight Words assessment. Each these indicating a deficit in early reading skills.

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 a growth index of -1.49 for district 4th graders and -4.62 for district 5th graders. Although the 3 year average fairs better for 4th graders at -0.32, 5th graders shown a lower number at -5.95, indicating that these students are performing significantly below the growth expectations at this grade level. Although students in the lowest quintiles are making more significant gains than those in the highest quintiles, data continues to show that deficits exist in the areas of early reading skills such as phonics.

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
N/A		

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
Orton Gillingham modeled interventions	Children from Low-Income Families		The LEA will work with a literacy consultant to select appropriate evidence based interventions based on the Orton Gillingham model - particularly in the areas of phonic decoding and orthographic mapping.
Orton Gillingham modeled interventions	Children with Disabilities		The LEA will work with a literacy consultant to select appropriate evidence based interventions based on the Orton Gillingham model - particularly in the areas of phonic decoding and orthographic mapping.

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
Acadience Reading	3 times per year	Most grade levels will experience an increase in students reaching benchmark proficiency in Phonological Awareness and Word Reading and Decoding in the early grades and Comprehension,

Tool Used to Evaluate Success	Frequency of Use	Expected Results
		Fluency and Oral Language in the upper grades.
DRA	3 times per year	Students will make gains on the DRA resulting in instructional levels aligned to grade level benchmarks.
iReady Diagnostic	3 times per year	Students in the lower grades will increase their placements, particularly in the areas of phonological awareness, phonics, and high frequency words. In addition, students in the upper grade levels will see increases in phonics and vocabulary, leading to increased comprehension.

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	207,540	52%	107,921

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
N/A			

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
N/A		

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

\$207,540.00

Allocation

\$207,540.00

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)

122,365

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$46,496.00	Salary for additional school counselor (Step 1 Master's)
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$41,034.00	Payroll and Health Benefits for additional school counselor
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$3,600.00	Insurance co-pays for students seeking outside counseling
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$4,375.00	Additional hours for contracted social worker for 2022-23 & 2023-24 (50 hours/year)
			Depression/Suicide/An

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	\$9,460.00	xiety prevention curriculum for MS/HS. 2 Year License - \$460; Student Manuals \$30 * 300 Students
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$17,400.00	Pupils' Attitudes toward Self and School Assessment
		\$122,365.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$207,540.00

Allocation

\$207,540.00

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)

27,675

Budget Summary

Function	Object	Amount	Description
2800 - Central Support Services	300 - Purchased Professional and Technical Services	\$20,000.00	Employee Assistance Program Enhancement for 2022-23 & 2023-24 for all employees and dependents.
2800 - Central Support Services	300 - Purchased Professional and Technical Services	\$4,000.00	SwiftMD (Virtual Medicine) Enhancement to include mental health compoinet for employees/families enrolled in district health insurance
2200 - Staff Support Services	500 - Other Purchased Services	\$875.00	Meals and Registration for PBIS Implementers Forum

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$1,300.00	Substitutes for teachers attending PBIS Implementers Forum
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$1,200.00	Staff Development - Teaching in a Trauma Sensitive Classroom - \$50/hr @ 6 hours per session. Four Sessions Total
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$300.00	Substitute Teachers for staff training for Trauma Sensitive Classroom
		\$27,675.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$207,540.00

Allocation

\$207,540.00

Budget Over(Under) Allocation

\$0.00

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

57,500

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$3,500.00	Literacy Consultant - Science of Literacy/Reading PD - 70 hours at \$50 per hour
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$54,000.00	Reading program for kindergarten and first grades
		\$57,500.00	

Section: Budget - Other Learning Loss Expenditures

Learning Loss Budget

Calculate the remaining LEA Allocation amount to fund Other Learning Loss Activities. Please enter **Budget Totals** from the **SEL, SEL PD, and Reading Improvement budget sections** to determine what funds are remaining for Other Learning Loss Activities. Click Save to calculate the value, and then this budget section Total should be equal this amount. (Calculation will populate when you click the Save button)

	Total LEA Allocation	30% SEL Budgeted Value	10% SEL PD Budgeted Value	8% Reading Improvement Budgeted Value	Remaining Allocation for Other Learning Loss Activities
Other Learning Loss Activities Amount					0

Learning Loss Expenditures

Budget

\$207,540.00

Allocation

\$207,540.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
		\$	
		\$0.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

\$207,540.00

Allocation

\$207,540.00

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	\$54,000.00	\$0.00	\$54,000.00
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	\$46,496.00	\$41,034.00	\$25,375.00	\$0.00	\$0.00	\$9,460.00	\$0.00	\$122,365.00
2200 Staff Support Services	\$0.00	\$0.00	\$6,300.00	\$0.00	\$875.00	\$0.00	\$0.00	\$7,175.00
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	\$24,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$24,000.00
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
	\$46,496.00	\$41,034.00	\$55,675.00	\$0.00	\$875.00	\$63,460.00	\$0.00	\$207,540.00
				Approved Indirect Cost/Operational Rate: 0.0000				\$0.00
				Final				\$207,540.00