

## 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?

	<b>Method used to Understand Each Type of Impact</b>
<b>Social and Emotional Learning</b>	Baseline data was gathered for students returning to in-person instruction after the March 2020 shuttering of schools and compared to previous levels of achievement to determine levels of learning gaps related to COVID -19. The following factors are considered when determining social and emotional learning needs: Attendance, Grades, Office Discipline Referrals, School-Wide Positive, Behavioral Support and Interventions, Student Assistance Program referrals, MTSS and Pupil Service referrals- Weekly meetings, Stakeholder Survey, Minute Meetings (K-6) of Getting to Know your Child.
<b>Professional Development for Social and Emotional Learning</b>	Staff surveys will be utilized to determine need for professional development in social and emotional learning. The district understands that little PD in social and emotional learning strategies has been provided in the past and that additional PD is needed. The district will utilize the local intermediate unite to provide training on trauma informed care and other methods of social and emotional teaching. Additionally, the district is currently reviewing our special education and multi-tiered system of supports programs and social emotional learning is being examined as part of the process. Recommendations will be finalized and shared with the school board by May of 2022.
	Baseline data was gathered for students returning to in-person instruction after the March 2020 shuttering of schools and compared to previous levels of achievement to determine levels of learning gaps related to COVID -19. Progress was monitored on a continual basis throughout the last and upcoming school years to determine the need for compensatory programs. This past summer these services were provided to not only students in special education programs, but to all students in early literacy programs. Such measures included STAR assessments, Easy CBM, and other intervention based assessments. The district also utilizes a multi-tiered system of support (MTSS) to monitor and address student learning gaps and need for enrichment and acceleration. The MTSS system has

	<b>Method used to Understand Each Type of Impact</b>
<b>Reading Remediation and Improvement for Students</b>	<p>been in place for 6 years and has been extended through grade 12. The MTSS system is built for long-term support of our students, and can be sustained with out ARP ESSER funding. It will be utilized for years to come to monitor and address learning gaps. Engagement in the development and implementation of our various continuity of learning models in response to COVID - 19, has allowed the district to identify various opportunities to learn. We have identified and addressed the need for staff and student technological development. We have become more efficient in the use of our time through virtual meetings. We have also taken the opportunity to look more closely at our budgetary constraints in anticipation of future financial fall out due to COVID - 19. We understand that what we develop and implement will most likely need to be sustainable without state or federally funded grants. We also understand that we will continue to see long term financial ripples that will create obstacles to learning. After school programming will be an additional option for students identified in the above described process.</p>
<b>Other Learning Loss</b>	<p>Baseline data was gathered for students returning to in-person instruction after the March 2020 shuttering of schools and compared to previous levels of achievement to determine levels of learning gaps related to COVID -19. Progress was monitored on a continual basis throughout the last and upcoming school years to determine the need for compensatory programs. This past summer these services were provided to not only students in special education programs, but to all students in early literacy programs. Such measures included STAR assessments, Easy CBM, and other intervention based assessments. The district also utilizes a multi-tiered system of support (MTSS) to monitor and address student learning gaps and need for enrichment and acceleration. The MTSS system has been in place for 6 years and has been extended through grade 12. The MTSS system is built for long-term support of our students, and can be sustained with out ARP ESSER funding. It will be utilized for years to come to monitor and address learning gaps. Engagement in the development and implementation of our various continuity of learning models in response to COVID - 19, has allowed the district to identify various opportunities to learn. We have identified and addressed the need for staff and student technological development. We have become more efficient in the use of our time through virtual meetings. We have also taken the opportunity to look more closely at our budgetary constraints in anticipation of future financial fall out due to COVID - 19. We understand that what we develop and implement will most likely need to be sustainable without state or federally funded grants. We also understand that we will continue to see long term financial ripples that will create obstacles to learning. After school programming will be an additional option for students identified in the above described process. In addition to remediation for reading students will be assessed for the need of math and writing remediation.</p>

## 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 with Disabilities	Reading Remediation and Improvement	<p>Baseline data was gathered for students returning to in-person instruction after the March 2020 shuttering of schools and compared to previous levels of achievement to determine levels of learning gaps related to COVID -19. Progress was monitored on a continual basis throughout the last and upcoming school years to determine the need for compensatory programs.</p> <p>Baseline data was gathered for students returning to in-person instruction after the March 2020 shuttering of schools and compared to previous levels of achievement to determine levels of learning gaps related to COVID -19.</p>
English Learners	Reading Remediation and Improvement	<p>Baseline data was gathered for students returning to in-person instruction after the March 2020 shuttering of schools and compared to previous levels of achievement to determine levels of learning gaps related to COVID -19. Progress was monitored on a continual basis throughout the last and upcoming school years to determine the need for</p>

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		compensatory programs.
Children from Low-Income Families	Social and Emotional Learning	Baseline data was gathered for students returning to in-person instruction after the March 2020 shuttering of schools and compared to previous levels of achievement to determine levels of learning gaps related to COVID -19. Tools utilized include: Attendance, Grades, Office Discipline Referrals, School-Wide Positive, Behavioral Support and Interventions, Student Assistance Program referrals, MTSS and Pupil Service referrals- Weekly meetings, Stakeholder Survey, Minute Meetings (K-6) of Getting to Know your Child.
English Learners	Social and Emotional Learning	Baseline data was gathered for students returning to in-person instruction after the March 2020 shuttering of schools and compared to previous levels of achievement to determine levels of learning gaps related to COVID -19. Tools utilized include: Attendance, Grades, Office Discipline Referrals, School-Wide Positive, Behavioral Support and Interventions, Student Assistance Program referrals, MTSS and Pupil Service referrals- Weekly meetings, Stakeholder Survey, Minute Meetings (K-6) of Getting to Know your Child.



**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
<b>Minimum 30% SEL Requirement</b>	56,773	30%	17,032

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.

Stake holder surveys, school wide positive behavioral interventions and supports, behavioral referrals, minute meetings, student assistance program, analysis of attendance and grades, MTSS team meetings, and pupil services meetings are used to collect and analyze data regarding students social and emotional needs. From this data areas of strengths and concerns in the learning environment are also analyzed. Decisions are then made on how to support student SEL need and make changes to the learning environment.

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
Multi-Tiered System of Support	Children with Disabilities	Universal	650
Multi-Tiered System of Support	English Learners	Universal	25
Research based SEL intervention	Children with Disabilities	Universal	650
Research based SEL intervention	English Learners	Universal	25

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
Student Assistance Program Referral Process	Monthly	Decrease in referrals by 10%
Attendance Records	Monthly	Increase in attendance rates by 10%
Office Discipline Referrals	Monthly	Decrease in discipline referrals by 10%

**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
<b>Minimum 10% SEL PD Requirement</b>	56,773	10%	5,677

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
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	300	Teacher	Allegheny Intermediate Unit	External Contractor	Understanding Trauma: Supporting Students in Positive Classroom Environments
a. Social emotional learning and					Understanding Trauma:

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
support for students that have suffered trauma during the COVID-19 pandemic;	70	Support Staff	Allegheny Intermediate Unit	External Contractor	Supporting Students in Positive Classroom Environments

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
Post Training Survey	Once	Participants will display 80% understanding of program

**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

			<b>Improvement</b>
<b>Minimum 8% Reading Improvement Requirement</b>	56,773	8%	4,542

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 following local assessments were used to determine the need to address learning loss in the area of reading: STAR360, EasyCBM, CTOPP, and GORT. Need was determined through our MTSS process and displayed by students in the special education program, English Language Learners, and struggling learners. Some of the findings indicated that research based reading interventions were needed and provided by trained staff.

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

Yes

Please explain:

Progress monitoring data related to specific reading interventions shows that the vast majority of targeted students are making at least a year's worth of growth in one school year. For the small number of students that were not, additional interventions are provided. PVASS data has consistently shown that our lowest scoring cohorts are making at least one year's worth of growth. This has been displayed over a number of years.

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.

<b>Training</b>	<b>Grade Level / ESL / Special Education</b>	<b>Number of Teachers Trained</b>
Multi-Tiered System of Support Process	Special Education	33

<b>Training</b>	<b>Grade Level / ESL / Special Education</b>	<b>Number of Teachers Trained</b>
Multi-Tiered System of Support Process	ESL	2
Multi-Tiered System of Support Process	Grades K-12	250

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

<b>Intervention</b>	<b>Student Group</b>	<b>Number of Students Receiving Intervention</b>	<b>Brief Description of Intervention</b>
Wilson Reading System	Children with Disabilities	80	Multisensory, research based reading intervention incorporating the 5 essential components of reading.
Sonday	Children with Disabilities	60	Multisensory, research based reading intervention incorporating the 5 essential components of reading.
SpellRead	Children with Disabilities	60	Multisensory, research based reading intervention incorporating the 5 essential components of reading.
Language!	Children with Disabilities	80	Multisensory, research based reading intervention incorporating the 5 essential components of reading.

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Wilson Reading System	English Learners	4	Multisensory, research based reading intervention incorporating the 5 essential components of reading.

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
WADE	2 times, pre and post	Completion of the program is expected to yield grade level achievement.
Easy CBM	Biweekly	Reasonable progress toward yearly goal of at least one year of growth
STAR 360	4 times per year	Increase of scaled scores by one 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.**

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)

	<b>Total LEA Allocation</b>	<b>Multiply by 52% (.52)</b>	<b>Maximum Allocation for Other Learning</b>
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			<b>Loss Activities</b>
<b>52% Other Learning Loss Activities</b>	56,773	52%	29,522

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

<b>Intervention</b>	<b>Student Group</b>	<b>Number of Students Receiving Intervention</b>	<b>Brief Description of Intervention</b>
Wilson Reading System	Children with Disabilities	80	Multisensory, research based reading intervention incorporating the 5 essential components of reading.
Sonday	Children with Disabilities	60	Multisensory, research based reading intervention incorporating the 5 essential components of reading.
SpellRead	Children with Disabilities	60	Multisensory, research based reading intervention incorporating the 5 essential components of reading.
Language!	Children with Disabilities	80	Multisensory, research based reading intervention incorporating the 5 essential components of reading.

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

<b>Tool Used to Evaluate Success</b>	<b>Frequency of Use</b>	<b>Expected Results</b>
WADE	2 times, pre and post intervention	Completion of the program is expected to yield grade level achievement.
Easy CBM	Biweekly	Reasonable progress toward yearly goal of at least one year of growth
STAR 360	4 times per year	Increase of scaled scores by one year

**Section: Budget - Social and Emotional Learning Budget**

Social and Emotional Learning Budget

**Budget**

\$56,773.00

**Allocation**

\$56,773.00

**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)

17,032

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$10,000.00	Purchase of SEL intervention and training programs
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$7,032.00	Purchased supplies for chill rooms
		<b>\$17,032.00</b>	



**Section: Budget - Social and Emotional Learning Professional Development Budget**

Social and Emotional Learning Professional Development Budget

**Budget**

\$56,773.00

**Allocation**

\$56,773.00

**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)

5,678

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$5,678.00	Purchased professional development services
		<b>\$5,678.00</b>	

**Section: Budget - Reading Improvement Budget**

Reading Improvement Budget

**Budget**

\$56,773.00

**Allocation**

\$56,773.00

**Budget Over(Under) Allocation**

\$0.00

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

4,542

Budget Summary

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$4,542.00	Portion will be used to be pay salaries of teachers/tutors for after school and summer programs
		<b>\$4,542.00</b>	

**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
<b>Other Learning Loss Activities Amount</b>	56,773	17,032	5,678	4,542	29,521

**Learning Loss Expenditures**

**Budget**

\$56,773.00

**Allocation**

\$56,773.00

**Budget Over(Under) Allocation**

\$0.00

Budget Overview

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$20,000.00	Salaries for staff to provide after school and summer programming
2100 - SUPPORT SERVICES –	600 - Supplies	\$9,521.00	Instructional supplies for after school and

Function	Object	Amount	Description
STUDENTS			summer programming
		<b>\$29,521.00</b>	

**Section: Budget - Budget Summary**

**BUDGET OVERVIEW**

**Budget**

\$56,773.00

**Allocation**

\$56,773.00

**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	\$15,678.00	\$0.00	\$0.00	\$7,032.00	\$0.00	\$22,710.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$4,542.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,542.00
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								

	<b>100 Salaries</b>	<b>200 Benefits</b>	<b>300 Purchased Professional and Technical Services</b>	<b>400 Purchased Property Services</b>	<b>500 Other Purchased Services</b>	<b>600 Supplies 800 Dues and Fees</b>	<b>700 Property</b>	<b>Totals</b>
<b>Education Programs</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1800 Pre-K</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2000 SUPPORT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2100 SUPPORT SERVICES – STUDENTS</b>	\$20,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$9,521.00	\$0.00	\$29,521.00
<b>2200 Staff Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2300 SUPPORT SERVICES – ADMINISTRATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2400 Health Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2500 Business Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2600 Operation and Maintenance</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2700 Student Transportation</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2800 Central Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3000 OPERATION OF NON-INSTRUCTIONAL SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3100 Food Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

	<b>100 Salaries</b>	<b>200 Benefits</b>	<b>300 Purchased Professional and Technical Services</b>	<b>400 Purchased Property Services</b>	<b>500 Other Purchased Services</b>	<b>600 Supplies 800 Dues and Fees</b>	<b>700 Property</b>	<b>Totals</b>
<b>3200 Student Activities</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3300 Community Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	<b>\$24,542.00</b>	<b>\$0.00</b>	<b>\$15,678.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$16,553.00</b>	<b>\$0.00</b>	<b>\$56,773.00</b>
<b>Approved Indirect Cost/Operational Rate: 0.0000</b>								<b>\$0.00</b>
<b>Final</b>								<b>\$56,773.00</b>