

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	<p>The district had in its comprehensive plan to administer the PA Climate Survey to all students, staff and parents during the fall of the 2020-2021 school year. The decision was made to postpone the survey for a year due to the changing environment and lack of a consistent educational experience due to quarantining, hybrid scheduling, virtual instruction, etc. The Lower Dauphin School District will be administering the PA Climate Survey during the fall/winter of the 2021-2022 school year. This survey will provide data to the district that will help it target the mental health/social emotional needs of the students through the data collected from the three target groups: students, staff and parents. This data will aid in the development of programs to address the identified needs of the students due to the pandemic and the impact it has had on the mental health/social emotional needs of the students. During the fall of 2021, the district also administered the Pennsylvania Youth Survey in grades 6, 8, 10 and 12. This year there was a pilot survey administered in grade 4 and the district participated in the survey to be able to collect additional mental health/social emotional data for the students at all grade levels. Finally, based on concerns regarding mental health, the district is looking to purchase a screener to identify student needs. The district will be researching potential screeners and pilot those screeners during the school year.</p>
	<p>As stated above, the Lower Dauphin School District will be administering the PA Climate Survey during the fall/winter of the 2021-2022 school year. This survey will be given to students, staff and parents. This survey will provide data to the district that will help it target the mental health/social emotional needs of the students and staff and the perceived perceptual needs of the school through the lens of the community through the data collected from the three target groups: students, staff and parents. The</p>

	Method used to Understand Each Type of Impact
Professional Development for Social and Emotional Learning	district will use this data to target an identified area for professional development and staff growth. This professional development could come in the form of a speaker who addresses a specific topic or through materials and training to target a specific program or strategy. Based on concerns regarding mental health, the district is looking to purchase a screener to identify student mental health needs. The district will be researching potential screeners and pilot those screeners during the school year. Through the use of this screener, the district may find additional areas of emphasis that would lead to a targeted need for professional development in the area of mental health/social emotional learning.
Reading Remediation and Improvement for Students	The Lower Dauphin School District has five elementary schools of which four participate as Targeted Assistance Schools under the Title 1 grants. As Title 1 and Title 1 like schools, all of our elementary schools collect and analyze data regarding students reading skills and their possible need for interventions and remediation. The regular education and Title 1 reading specialists administer several different assessments to gather data on student reading performance. The DIBELS Next testing is used to screen all students and for progress monitoring. Kindergarten and first grade administer the DRA2 assessment. The reading specialists also use Fountas and Pinell as an additional measure of reading proficiency. Third, fourth and fifth grade administer the Classroom Diagnostic Tests (CDTs) as a means of gathering data regarding performance at meeting grade level standards. This data combined with local assessments, paint a pretty clear picture of the students' needs and abilities in the area of reading.
Other Learning Loss	The most notable area of academic concern and learning loss within the Lower Dauphin School District has been in the area of mathematics. From kindergarten through sixth grade teachers have identified areas of weakness within our students' prior knowledge of mathematic standards. The first indicator of this weakness was noted through math fact fluency screeners. Student proficiency on these screeners is an indicator of success in mathematic instruction. Data analysis has noted a discrepancy across grade levels in the abilities of and needs of students in fact fluency. In third, fourth and fifth grade, the students are also given the Classroom Diagnostic Tests (CDTs) in mathematics. These assessments identify areas of weakness or concern in regards to understanding of the grade level standards. This data, along with our local assessment data, has identified math skills as the weakest academic area for our students post pandemic.

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 from Low-Income Families	Reading Remediation and Improvement	<p>In the area of Reading remediation for our students of low-income families, all five of the elementary schools will be providing Title 1 services for identified students. The district has expanded its use of the Wilson Foundations program for interventions into grades K-2 and is looking to expand it into grade three. The district has also made a commitment to invest in the Science of Reading and has a group of teachers participating in LETRs training through PaTTAN. The reading specialists have helped staff employ the Heggarty method in instruction and are currently using several tools through the 95 percent group.</p>
Children from Low-Income Families	Other Areas of Learning Loss	<p>We have identified that math skills are a weakness across the district at the elementary level. This weakness is identified through our use of math fact fluency screeners and the CDTs in grades 3-5. We have been using increased emphasis on fact fluency and computation skills as a remediation. The district has also been using online tools like Moby Max to provide the students more opportunities to practice math skills at their own ability levels. The district has</p>

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		<p>noted that it lacks quality remediation and intervention materials in math. The district is currently exploring the possibility of adopting new materials in math to address these identified needs and provide the teachers with resources to meet these needs.</p>
Major Racial or Ethnic Groups	Social and Emotional Learning	<p>The Lower Dauphin School district will be using the results of the PAYS survey and the PA Climate Survey to identify areas of need and concern amongst this group in the area of social and emotional learning. Noted areas of concern will be targeted for specific strategies to address the needs.</p>
Children from Low-Income Families	Social and Emotional Learning	<p>The Lower Dauphin School district will be using the results of the PAYS survey and the PA Climate Survey to identify areas of need and concern amongst this group in the area of social and emotional learning. Noted areas of concern will be targeted for specific strategies to address the needs.</p>
		<p>In the area of Reading remediation for our students with disabilities, all schools within the district will monitor the need for reading remediation. The district has</p>

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>expanded its use of the Wilson Foundations program for interventions into grades K-2 and is looking to expand it into grade three. The district has also made a commitment to invest in the Science of Reading and has a group of teachers participating in LETRs training through PaTTAN. The two interventions previously stated would take place in the regular education classroom and would target all students but would also benefit those students with disabilities. The district will look to provide additional training for its special education teachers from K-12 to increase their knowledge of reading remediation strategies and tools to help them address the deficits of the students with disabilities.</p>
		<p>We have identified that math skills are a weakness across the district. This weakness is identified through our use of math fact fluency screeners in grades K-5, the CDTs in grades 3-8, and through the use of local assessments and the Algebra Keystone exam at the secondary level. We have been using increased emphasis on fact fluency and computation skills as a remediation. The district has also been using online tools like Moby Max at the</p>

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Children with Disabilities	Other Areas of Learning Loss	<p>elementary and middle school level to provide the students more opportunities to practice math skills at their own ability levels. At the high school level, the district has been researching and piloting tools to address the areas of remedial need in the different math disciplines caused by the disruption from the pandemic. The district has noted that it lacks quality remediation and intervention materials in math from K-12. The district is currently exploring the possibility of adopting new materials in math to address these identified needs and provide the teachers with resources to meet these needs.</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	206,583	30%	61,975

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.

The Lower Dauphin School District has noted that within the area of students with disabilities, its students with an emotional support diagnosis or a dual diagnosis including emotional and autistic support have presented with the greatest need. The district runs specific programs for students to meet the social emotional needs of students that are related to their disability. These students have also been identified as one of the harder hit at risk groups due to the pandemic. As part of these programs, the district provides psychiatric consultation on a weekly basis in these classrooms. These consultation services are provided to the teachers to discuss how to address specific behaviors that are seen in the classroom, parents are given

the opportunity to meet with the psychiatrist to discuss needs in the home and the psychiatrist helps with med management for the students. The needs for these services are identified through the students' IEP goals that target areas of concern for the students and ways to improve the lives of these students and their capability to be successful academically.

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
Psychiatric Consultation	Children with Disabilities	Targeted	26

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
IEP Goals	Yearly	Decrease in disruptive behaviors and increase in ability to participate in school and learning activities.

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

	Total LEA Allocation	Multiply by 10% (.10)	Minimum Allocation for SEL PD
Minimum 10% SEL PD Requirement	206,583	10%	20,658

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
c. Motivating students that have been disengaged;	300	Teacher	Outside Presenter	External Contractor	Speaker will discuss the resiliency of students and staff and the importance of meeting students where they are emotionally and socially

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
		The teachers will give

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Inservice Evaluation Tool	Once	immediate feedback on how they felt the presentation met their needs and can be used to improve their presentation in the classroom.

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	206,583	8%	16,527

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 area of most concern for learning loss in the area of reading is in the elementary grades. At the elementary level, the district is using a variety of tools to identify learning loss in reading, the need for remediation in reading and to progress monitor student growth in reading. The district is using the DRA2 assessment in Kindergarten and first grade for all students and for targeted individual growth in second grade. The DIBELsNext assessment is

administered to all students in kindergarten through fifth grade. Progress monitoring is conducted using this assessment for those students not showing progress and growth. Finally, the Classroom Diagnostic Tool (CDT) assessment is administered in grades 3-5 and can be used to show student reading comprehension based on grade level standards. From these assessments, the district has identified a disparity between the higher achieving students and those students that would be classified as at-risk. There is a less pronounced middle range apparent in the assessment scores. This disparity is most evident in second grade. These are the students whose foundational skills would have been most interrupted by the pandemic shutdown, hybrid learning and quarantining over the course of the past two years.

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:

The district used the DIBELNext assessment to determine if it was seeing a discrepancy in student learning in the area of reading. By comparing student baseline scores from the same assessment from previous years, the district is able to determine whether or not it is seeing a decline in student performance. At this time, the students are scoring within "normal" ranges within all student groups and grade levels except for second grade. Second grade is demonstrating a decline in DIBELsNext baseline scores when compared to the performance of second grade students in years past. Second grade would be the students whose fundamental building block skills in the area of reading were most interrupted by the pandemic shutdown, quarantining and hybrid learning.

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

Yes

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

Training	Grade Level / ESL / Special Education	Number of Teachers Trained
Wilson "Foundations" training	kindergarten, first and second grade	52

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
Wilson "Foundations" third grade	Children from Low-Income Families	265	Foundations focuses on word structure, spelling rules and morphology. It expands the skills taught in kindergarten, first and second grade. It is the last step in addressing phonics skills as students move into reading comprehension and expanded writing strategies.

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
DIBELsNext	three times yearly	Third grade students will reach proficiency at rates comparable or exceeding scores of third grade students prior to the pandemic on the DIBELsNext test.

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	206,583	52%	107,423

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
Math Series in grades K-5 that specifically address remedial skills and interventions for struggling students	Children from Low-Income Families	1,400	The district is looking to purchase a math series at the elementary level that has specific, consistent intervention strategies for struggling students. The district's current series does not provide the necessary support or materials for students struggling in mathematics. The district has identified its lack of resources for intervention strategies as the biggest obstacle to improving the math scores of itsw elementary students.

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
Classroom Diagnostic Tool Assessment	Three times annually	The CDT assessments are diagnostic tool that is based on the grade PA score standards. The CDTs give the teachers data regarding the students growth based on the grade level standards in grades 3-8. After instructing the students using a math series with intervention strategies for struggling students, the district should see growth in CDT scores for students in grades 3-5 from the beginning of the school year to the end.

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

\$206,583.00

Allocation

\$206,583.00

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)

61,975

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$61,975.00	Providing psychiatric consultation services for district wide ES services and Therapeutic Autistic Support Services.
		\$61,975.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$206,583.00

Allocation

\$206,583.00

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)

20,658

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$20,658.00	Outside presenter to discuss resiliency of students and how to move the students forward after the pandemic
		\$20,658.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$206,583.00

Allocation

\$206,583.00

Budget Over(Under) Allocation

\$0.00

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

30,915

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$21,490.00	15 Wilson Foundations Level 3 kits with student materials for 20
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$9,425.00	Staff development and training for third grade teachers to instruct using the Wilson Foundations level 3 instructional materials
		\$30,915.00	

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

\$206,583.00

Allocation

\$206,583.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$93,035.00	Materials related to a math series in grades K-5.
		\$93,035.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

\$206,583.00

Allocation

\$206,583.00

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	\$114,525.00	\$0.00	\$114,525.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher								

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$61,975.00	\$0.00	\$0.00	\$0.00	\$0.00	\$61,975.00
2200 Staff Support Services	\$0.00	\$0.00	\$30,083.00	\$0.00	\$0.00	\$0.00	\$0.00	\$30,083.00
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$92,058.00	\$0.00	\$0.00	\$114,525.00	\$0.00	\$206,583.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$206,583.00